DOCUMENT RESUME

ED 374 581 EC 303 301

AUTHOR	Boreson, Lynn
TITLE	A Programming Guide for Emotional Disturbance. Bulletin No. 94324.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE	Apr 94
NOTE	177p.; For evaluation guide, see ED 327 015.
AVAILABLE FROM	Publication Sales, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Behavior Modification; *Classroom Techniques; Educational Methods; *Educational Strategies; Elementary Secondary Education; Eligibility; *Emotional Disturbances; Humanistic Education; Individualized Education Programs; *Student Evaluation
IDENTIFIERS	*Wisconsin

ABSTRACT

This guide defines the state of the art in Wisconsin's programming for students with emotional disturbances (ED). The guide begins with an overview of the ED assessment process, including screening, referral, multidisciplinary teams, eligibility criteria, and individualized education programs. A chapter on setting up service programs discusses facilities, scheduling, selecting materials, adapting and modifying materials and instruction, student records and confidentiality, communication, working with special education program aides, and stress management. Behavior management information and guidelines for affective education are presented. A section on academic instruction outlines teaching strategies, use of time, strategies for grouping students, grades, supporting students in the general education environment, and career and vocational education/transition. A final chapter of miscellaneous items covers homebound students, disciplinary exclusion, and inclusion. Lists of references and suggested resources accompany many chapters. Appendix A provides tips from teachers on dealing with 13 frequently encountered situations. Other appendixes provide a school intervention checklist, eligibility criteria, state regulations, and reprints of several issues of a Wisconsin bulletin titled "Exceptional Education Information Update." (JDD)

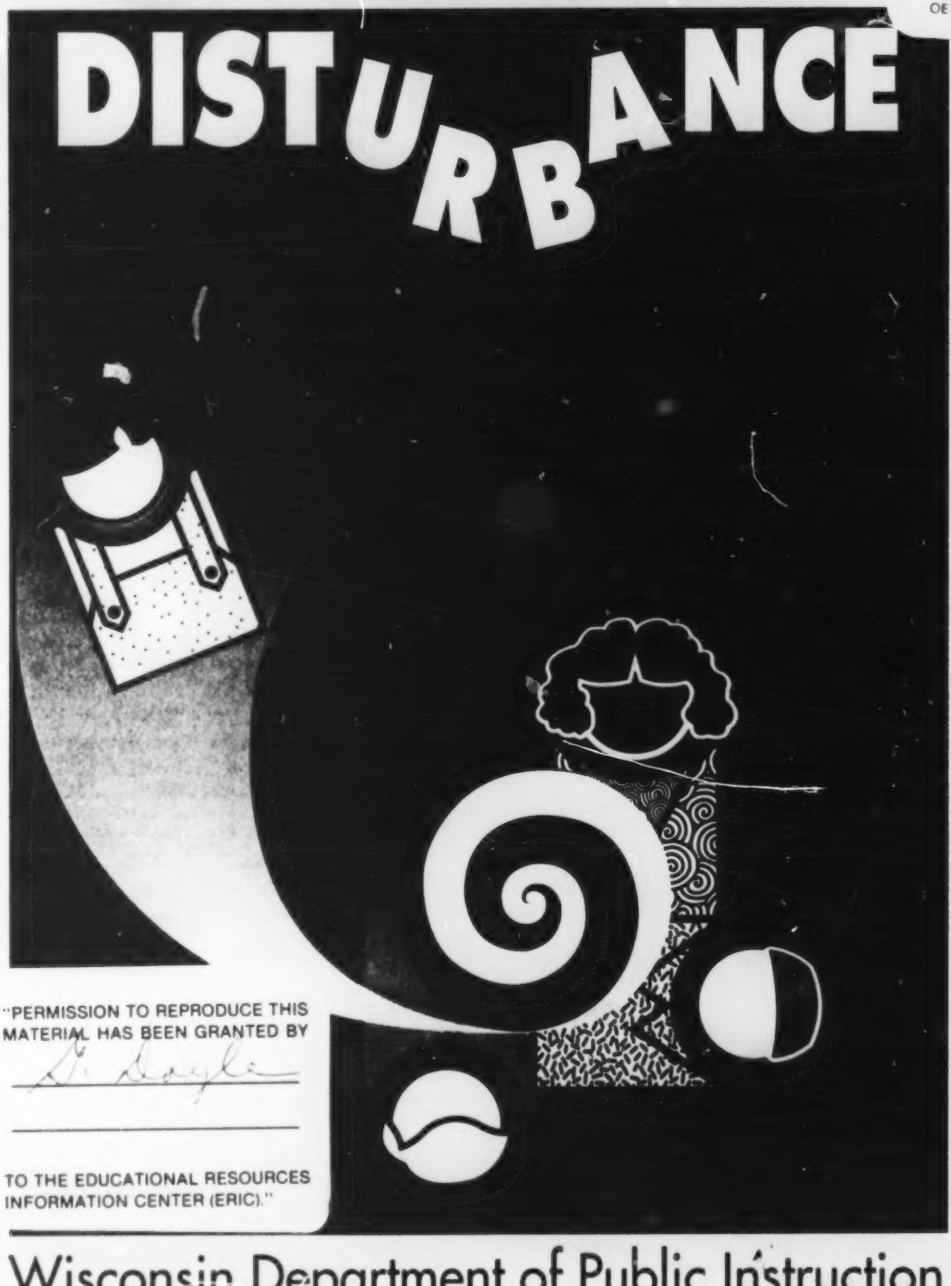
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EC

A Programming Guide for
EMOTIONAL DISTURBANCE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 374 581



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
G. Doyle
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 303 301

Wisconsin Department of Public Instruction

BEST COPY AVAILABLE

A Programming Guide for Emotional Disturbance

Lynn Boreson
Consultant
Programs for Emotional Disturbance

Wisconsin Department of Public Instruction
Madison, Wisconsin

This publication is available from:

Publication Sales
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(800) 243-8782

Bulletin No. 94324

© April 1994 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

Printed on
Recycled Paper

Contents

Page

Foreword ... v
Acknowledgments ... vii
Introduction ... xi

1 Overview of Screening, Referral, M-Teams, Assessment, and IEPs
Screening ... 2
Referral ... 2
M-Teams ... 4
Criteria ... 4
Assessment ... 7
Individualized Education Programs ... 13
References ... 21
Suggested Resources ... 21

2 Getting Started
Facilities ... 24
Scheduling ... 26
Selecting Materials ... 26
Adapting and Modifying Materials and Instruction ... 27
Student Records and Confidentiality ... 28
Communication ... 29
Working with Special Education Program Aides ... 33
Stress Management ... 34
References ... 36

3 Behavior Management
Introduction ... 38
Traps ... 40
A Problem-Solving Approach to Behavior Management ... 42
Basic Tools ... 42
Advanced Tools ... 44
Aversive Consequences ... 50
Suggested Resources ... 54

4 Affective Education
Introduction ... 58
A Conceptual Framework for Affective Education ... 58
Designing an Affective Education Component ... 59
A Positive, Nurturing Environment ... 60
Content of Affective Education Programs ... 61
Strategies for Teaching Affective Education ... 64
Suggested Resources ... 67

5 Academic Instruction

Introduction 70
Teaching Strategies 71
Use of Time 72
Grouping Students for Instruction 73
Grades 73
Supporting Students in the General Education Environment 74
Career and Vocational Education/Transition 74
Other Issues 76
Reference 77
Suggested Resources 77

6 Related Items

Homebound 80
Disciplinary Exclusion 80
Inclusion 84
Reference 87

7 Appendixes

A. Thirteen Often Encountered Situations 90
B1. School Intervention Checklist 101
B2. School Intervention Checklist 102
C. Sample Multidisciplinary Team Report 105
D1. Eligibility Criteria for Emotional Disturbance 108
D2. Eligibility Criteria for Learning Disabilities 110
D3. Eligibility Criteria for Cognitive Disabilities 111
E. Exceptional Education Information Update—Bulletin No. 93.1 112
F. Recommended Professional Library for ED Teachers 120
G. Tasks/Duties for ED Program Support Teachers (T7) and Diagnostic Teachers (T8) 121
H. Exceptional Education Information Update—Bulletin No. 89.10 125
I. Exceptional Education Information Update—Bulletin No. 90.7 131
J. Exceptional Education Information Update—Bulletin No. 92.14 135
K. Exceptional Education Information Update—Bulletin No. 93.3 137
L. Exceptional Education Information Update—Bulletin No. 92.9 143
M. Section 118.31, Wis. Stats. 153
N. Section 120.13(1), Wis. Stats. 154
O. PI 11.04, Wis. Adm. Code 156
P. PI 11.05, Wis. Adm. Code 163
Q. PI 11.35(2)(g), Wis. Adm. Code 167

Foreword

The state of Wisconsin continues to be recognized as a leader in education, and one of the many ways the Department of Public Instruction provides leadership for Wisconsin school districts is through our publications. In the area of emotional disturbance, *Educational Assessment of Emotional Disturbance* was the first half of a package that is now complete with the publication of this guide, *A Programming Guide for Emotional Disturbance*.

We are deeply committed to quality education for students identified as emotionally disturbed, and many good things are happening for these students in our schools. Unfortunately, we continue to experience a critical shortage of ED teachers in Wisconsin, and this complicates the challenge of providing services to these children.

We hope that you will use this guide as you plan and implement quality programming for students identified as ED in Wisconsin. We appreciate the input from ED teachers around the state in helping us to define the state of the art in ED programming and hope that this guide will be a useful tool for both new and experienced teachers as they continue to evaluate and refine programming. As we face the challenges of education for tomorrow, we must not lose sight of the students we serve today.

John T. Benson
State Superintendent of Public Instruction

Acknowledgments

This guide would not have been possible without the help of teachers, parents, administrators, and teacher-trainers, many of whom gave of their own time to contribute.

The Publication Task Force members were:

Mary Bixby
ED Teacher
Marshfield School District
Marshfield, Wisconsin

Michael Hazelkorn
Associate Professor of Special Education
University of Wisconsin-Eau Claire
Eau Claire, Wisconsin

Connie Martin
ED Teacher
Kimberly Area School District
Kimberly, Wisconsin

Maggie Mezera
Executive Director
Wisconsin Family Ties
Madison, Wisconsin

Floyd Mosley
ED Program Administrator
Milwaukee School District
Milwaukee, Wisconsin

Robert Rau
Director of Pupil Services
Sturgeon Bay School District
Sturgeon Bay, Wisconsin

Aliceon Stillman
Director of Special Education
Superior School District
Superior, Wisconsin

Lance Taylor
Director of Student Services
McFarland School District
McFarland, Wisconsin

The following people also helped write the guide:

Deborah Anderson
ED Teacher
Port Washington-Saukville School District
Port Washington, Wisconsin

Vicki Daniels
ED Teacher
Oshkosh Area School District
Oshkosh, Wisconsin

Lori Demmin
ED Teacher
Oshkosh Area School District
Oshkosh, Wisconsin

Ruth Devitt
Graduate Student
University of Wisconsin-La Crosse
La Crosse, Wisconsin

Lisa Hanson
Graduate Student
University of Wisconsin-La Crosse
La Crosse, Wisconsin

Odean Hanson
Graduate Student
University of Wisconsin-La Crosse
La Crosse, Wisconsin

Jane Kueter
Graduate Student
University of Wisconsin-La Crosse
La Crosse, Wisconsin

Denise Miller
Graduate Student
University of Wisconsin-La Crosse
La Crosse, Wisconsin

Larry Moore
Graduate Student
University of Wisconsin-La Crosse
La Crosse, Wisconsin

The department also wishes to thank the following people who contributed additional ideas and information, or who generously granted permission to reprint materials.

Ann Kellogg
Consultant, Transition Programs
Wisconsin Department of Public Instruction
Madison, Wisconsin

Nancy Kaufman
University of Wisconsin System
Madison, Wisconsin

Donita O'Donnell
Consultant, School Administration/
CCI Monitoring
Wisconsin Department of Public Instruction
Madison, Wisconsin

Maureen Griffin
Special Education Department
University of Wisconsin-Whitewater
Whitewater, Wisconsin

Jenny Lange
Consultant, Early Childhood-
Handicapped Programs
Wisconsin Department of Public Instruction
Madison, Wisconsin

Cheryl Hanley-Maxwell
Department of Special Education
and Rehabilitation Psychology
University of Wisconsin-Madison
Madison, Wisconsin

Stu Robertshaw
Department of Special Education
University of Wisconsin-La Crosse
La Crosse, Wisconsin

James Despins
Consultant, Cognitively Disabled Programs
Wisconsin Department of Public Instruction
Madison, Wisconsin

Stephanie Petska
Consultant, School Administration/
Leadership
Wisconsin Department of Public Instruction
Madison, Wisconsin

Elliot Weiman
Consultant, School Administration/
Compliance
Wisconsin Department of Public Instruction
Madison, Wisconsin

Council for Exceptional Children
Reston, Virginia

Madison Metropolitan School District
Madison, Wisconsin

Minnesota Department of Education
St. Paul, Minnesota

Sturgeon Bay School District
Sturgeon Bay, Wisconsin

Superior School District
Superior, Wisconsin

Staff Contributors

Division for Handicapped Children and Pupil Services

Juanita S. Pawlisch
Assistant Superintendent

Paul T. Halverson
Director, Bureau for Exceptional Children

Thomas Stockton
Chief, Developmental, Behavioral and Learning Impaired Section

Division for Management and Budget

Bureau for School and Community Relations
Brian Satrom, Text Editor
Telise E. M. Johnsen, Format Editor
Lisa Hildebrand, Proofreader
Jill Bremigan, Graphic Artist

Bureau for Information Management
Kathy Addie, Management Information Technician

Additional thanks to Marjorie Schenk and Debbie Gaffney Dilley, program assistants; Margaret Dwyer, who provided additional review of the text; Jim Bennett, forms management coordinator; and Ken Brittingham, who provided support as bureau director during the early stages of the guide's development.

Copyrighted Materials

Every effort has been made to ascertain proper ownership of copyrighted materials and to obtain permission for their use. Any omission is unintentional.

Introduction

The responsibility resting on the shoulders of today's teachers includes far more than teaching the basic curricula. This is especially true for emotional disturbance (ED) teachers. By definition, students identified as emotionally disturbed have severe emotional, social, and/or behavioral problems. Academic tutoring alone fails to meet the needs of a student identified as ED since those emotional, social, and behavioral problems interfere with the student's progress. To succeed, an ED program must address those needs on a student-by-student basis.

Just as students display unique and individual needs, so do individual school districts and buildings within those districts. With that in mind, this guide has been developed to provide a basis for ED program implementation and structuring, and the establishment of student and teacher expectations. Included are discussions of a wide variety of topics recognized as key issues in the education of students identified as ED. New teachers will find the guide a solid basis for the development of their programs, while experienced teachers will find the guide useful as they review and revise their programs.

No one theory, such as psychoeducational or behavioral, is emphasized. This guide does not provide cookbook answers or "right" ways that fit all situations. Rather, it attempts to define the state of the art in Wisconsin's ED programming. Several key assumptions, however, provide a philosophical foundation for the guide.

- All students can learn, though not at the same rate, through the same instructional methods or to the same levels of achievement.
- Programming for students identified as emotionally disturbed should have a positive focus; these students are educationally handicapped, and programs to meet their needs should be supportive, not punitive.
- Most students identified as ED can be served appropriately in public school programs. These students have the right to be educated in the least restrictive environment and, to the greatest extent possible, with their nonhandicapped peers.
- Behavior problems have many different "causes," and there are many different manifestations of those causes.
- Programming for students identified as ED should use a proactive rather than reactive approach as much as possible.
- No one "right" way exists to program for students identified as ED. School personnel need to meet the needs of these students with flexibility and creativity.
- Cooperative efforts are the key to success. Working together with parents, community agencies, and other education colleagues is crucial.
- There are rules and regulations governing special education services, and effective use of those processes and procedures enhances good programming.

Along with a detailed look at the many aspects of ED programming, the guide includes an overview of the ED assessment process and of some special topics in assessment, such as the assessment of very young and culturally diverse children. *Educational Assessment of Emotional Disturbance*, published by the Wisconsin Department of Public Instruction, covers assessment in more detail and should be consulted for more information.

Appendix A of this guide provides tips from Wisconsin ED teachers for how to deal with 13 frequently encountered situations and is just one example of the extensive contributions by teachers, parents, administrators, and teacher-trainers to the development of this publication. In addition to the Publication Task Force and the writers, of 300 Wisconsin ED teachers contacted, 243 responded to the survey items mentioned throughout the guide. The goal of the 1992 Department of Public Instruction survey was to get a representative sample of what Wisconsin ED teachers are doing in the classroom and what resources they use and recommend. Survey responses came from both large and small Wisconsin school districts and every cooperative educational service agency (CESA). The resources listed throughout this guide all were frequently recommended in the survey.

The guide is three-hole punched, making it easier to add materials and updates. It is and should be used as a working, dynamic document. It is not meant to be used as a technical manual, but as an informal discussion of good programming practices.

Overview of Screening, Referral, M-Teams, Assessment, and IEPs

1

Screening
Referral
M-Teams
Criteria
Assessment
Individualized Education Programs
References
Suggested Resources

Screening

The framework for special education programming in Wisconsin is provided by PI 11, Wisconsin Administrative Code implementing chapter 115, Wisconsin Statutes. The processes and procedures outlined in PI 11 are distinct, yet related steps in determining eligibility and appropriate programming for special education to meet those exceptional educational needs (EEN). Screening is an ongoing system for identifying those students who may need additional services, including special education. School districts have an obligation to locate and screen

- children below school-entry age,
- children entering school for the first time,
- children currently enrolled in public and private schools (this applies most often when someone wants to make a referral),
- all transfer pupils, and
- school-age children eligible to attend school but who are not attending and are district residents (this applies generally to those students who have withdrawn or dropped out of school). {PI 11.03(1)(a)(b)(c), Wis. Adm. Code}

In the past, preschool and kindergarten screening often focused on academic readiness, language skills, and motor development. At this age, it is also important to include techniques for screening social-emotional behavior. Synthesizing information from observation, parent interviews, and various other sources and viewpoints can provide a more complete picture of the child's social-emotional behavior.

Screening may accomplish several educationally sound purposes. It can

- foster experiences that enhance the growth of children through early identification of strengths and deficit areas,
- counter educational failure by using identified strengths to compensate for identified weaknesses,
- involve parents, day-care providers, and teachers in an ongoing concern for the health and educational well-being of the child, and
- facilitate the early identification of children who may be appropriate for an EEN referral. (DPI, 1990)

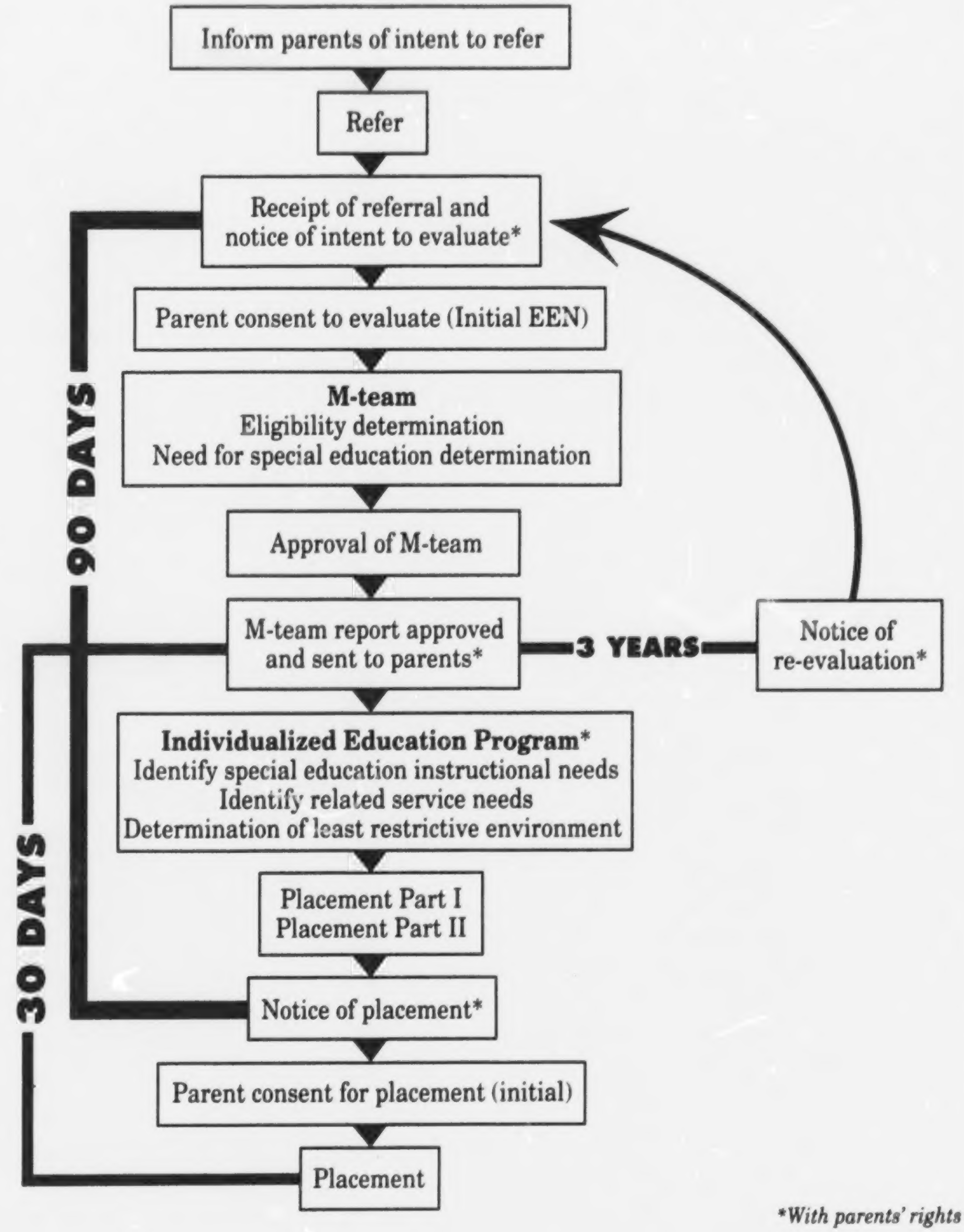
Especially with younger children, parental involvement often begins with screening. The parents' role in screening may include bringing the child to the screening site, providing information about the child's interactions in the home and community, and interpreting family expectations. Including parents as part of the process increases their understanding of social-emotional development and, by giving them a role to play, may help them feel more comfortable with school programs.

Referral

A referral is a request for an EEN evaluation. Each district must have a system for appropriately managing referrals. The district should ensure that all appropriate regular education alternatives have been utilized, that parents are involved, and that procedural requirements are followed. Figure 1 illustrates the timeline for the referral process.

Figure 1

Referral Process


Inform parents of intent to refer
Refer
Receipt of referral and notice of intent to evaluate*
Parent consent to evaluate (Initial EEN)
M-team
Eligibility determination
Need for special education determination
Approval of M-team
M-team report approved and sent to parents*
3 YEARS
Notice of re-evaluation*
Individualized Education Program*
Identify special education instructional needs
Identify related service needs
Determination of least restrictive environment
Placement Part I
Placement Part II
Notice of placement*
Parent consent for placement (initial)
Placement
90 DAYS
30 DAYS

**With parents' rights*

Many schools have pre-referral intervention or teacher/building assistance teams to assist in identifying and implementing interventions in the regular education environment. No one, including members of these teams, may block a referral or otherwise prevent someone from making a referral, but the teams can serve to document the modifications and adaptations already attempted. Districts may wish to develop a checklist of possible interventions. Appendix B has two samples. Hawthorne Publishing Company's *The Pre-Referral Intervention Manual* (PRIM), by Stephen B. McCarney, is one source of additional information on pre-referral.

M-Teams

Wisconsin's rules and regulations regarding multidisciplinary teams (M-teams) are found in PI 11.04, included in Appendix O. The M-team is composed of qualified professionals who have expertise in the student's suspected disability and who can evaluate and determine the student's needs. It must include at least two people skilled in the assessment of and programming for the suspected disability. If the referral is for a suspected disability in the area of ED, then one of these two people must be a teacher licensed in ED. Although the law only requires an M-team of two, good practice dictates that more are usually involved, and M-teams often include regular education teachers, therapists, administrators, psychologists, and other school staff members. M-teams collect and examine all the relevant available data on a student in order to answer two questions.

- Does the child have a handicapping condition(s)?
- Does the child need special education due to the handicapping condition(s)?

If a student is found to be non-EEN, then the M-team must identify the child's needs and recommend programs to meet those needs in regular education. It is important to ensure that staff members directly involved with the child will receive the information regarding the recommendations. Some districts have developed a brief form for this information, and Figures 2 and 3 provide examples.

If an M-team is not unanimous in its findings, multiple M-team summary reports, including copies of individual reports, must be submitted to the director of special education/designee. Each team member must sign an M-team summary report with which he or she agrees [PI 11.04 (5)(c), Wis. Adm. Code].

"Emotional disturbance," as used here, is an educational definition, not a medical or legal term, and only an M-team may identify a student as having the educationally handicapping condition of emotional disturbance. Physicians and court officials, such as judges, may make a referral for evaluation, but a medical or legal definition alone is not sufficient for educational placement. The M-team would certainly want to consider such information in making its determinations and recommendations. A sample M-team report is in Appendix C.

Criteria

The eligibility criteria for emotional disturbance (ED) are found in PI 11.35(2)(g), Wis. Adm. Code (included in Appendix Q), and are discussed in more detail in section 3 of *Educational Assessment of Emotional Disturbance* (DPI, 1990). The DPI has identified four

Sample M-Team Recommendations for Regular Programming*

To be used when a student does not meet eligibility criteria in PI 11.35.

Student's Name	Date of Birth *Mo./Day/Yr.*
Parent(s) Name	Grade
School	Date of Report

NARRATIVE
(to be completed by M-team)

As a result of multidisciplinary team staffing held on ____________________, this student was determined **NOT** to have exceptional educational needs. The following recommended actions have been made.

A. Present level(s) of performance and techniques that are currently working.

B. Student needs that require modification/adaptations and suggestions for intervention.

C. Available resources

D. Additional resources needed

(To be completed at building level)

E. Review and Action Taken

F. Comments

Signature of Principal ➤	Date

Original to Principal

cc: Classroom Teacher, Parent

*Permission granted for use of this form from Sturgeon Bay School District.

Figure 3

Sample Non-EEN Strategies Addendum to M-Team Report*

Directions: To be used when student does not meet eligibility guidelines for ED.

Student's Name	Date
School	Grade

NARRATIVE

1. Techniques Currently Working

2. Intervention Suggestions from Assessment

3. Resources Available or Needed

White—Classroom Canary—Parent Pink—Principal

*Permission granted for use of this form from Superior School District.

key phrases that an M-team must address in determining the handicapping condition of emotional disturbance. (Further information on the ED criteria, as well as those for learning disabilities (LD) and cognitive disabilities (CD), is found in Appendix D.) Behavior meets the criteria for ED when it

- is a *pattern of behavior indicative* of emotional disturbance which
- occurs *across settings* (at least two of three—home, school, and community),
- is *severe, chronic, and frequent*, and
- *significantly interferes* with the child's total educational program.

Regarding the last point, academic failure alone is not an eligibility criterion for emotional disturbance in the same way that grades are not the only measure of academic achievement. The total educational program includes interpersonal relationships, social interactions, and intrapersonal adjustment as well as academic performance.

In addition to eligibility criteria, a discussion of exit criteria at M-team meetings may help parents, students, and staff members focus on the goals of the program. Team members must determine exit criteria on an individual basis, and they might accomplish this by following these steps developed by the Sturgeon Bay School District.

- Review initial M-team eligibility criteria, including the behaviors the child exhibited and how the behavior affected school performance.
- Determine that behavioral issues no longer affect achievement in basic skills.
- Identify regular education interventions that are available to meet remaining emotional and behavioral needs. (An occasional problem will not exclude consideration for return to regular education if the episode can be tied to temporary or situational conflict.)
- Monitor performance.

Assessment

A thorough evaluation includes the following four components:

Background Information. M-team members should consider information such as the student's medical history, medications the student may be taking, intratest evaluation (comparing subtest scores within the same test, for example, on the Iowa Test of Basic Skills), intertest consistency (comparing two different tests that measure the same thing), attendance patterns, family mobility patterns, age of the student in comparison to others in the class, previous referrals and evaluation information, current residence of the student (such as in foster home, with relatives, with both natural parents), cultural or language differences, student grades including patterns over time, previous disciplinary actions, extracurricular activities, and documentation of previous interventions or alternative programming.

Systematic Observations. M-team members should observe the student's general environment, such as classroom arrangement and noise level; teacher expectations and behavior, not to evaluate the teacher, but to determine such things as teaching style, types of directions given, types and levels of reinforcement; and student behavior, both of the referred child and others for comparison and contrast.

Interviews. M-team members should talk with the student; regular education staff members who know and work with the student; parents; support staff members who know the student, such as counselors and school psychologists; administrators; agency personnel, including outside resources being used by the family; and any other school personnel who have relevant information to share regarding the student.

Standardized Testing. Testing may include some or all of the following: testing of intellectual functioning, school achievement, sensory-health related factors, use of behavior rating scales or checklists, projective testing, and others relevant to specific cases. (DPI, 1990)

Based on the DPI's 1992 survey of Wisconsin ED teachers, the following are the most frequently used behavior rating scales. Teachers throughout the state use other excellent behavior rating scales, but the most commonly mentioned are these, which are good to consider for general purpose scales to add to a collection of assessment tools.

Behavior Rating Profile 2 (BRP 2)
by Linda Brown and Donald Hammill
(Designed for use with children ages 6.6–18.6 years)
Pro-Ed
8700 Shoal Creek Blvd.
Austin, TX 78758-6897

Behavior Disorders Identification Scale (BDIS)
(Designed for use with children ages 4.5–21 years)
Hawthorne Educational Services
800 Gray Oak Drive
Columbia, MO 65201

Behavior Evaluation Scale 2 (BES 2)
by Stephen McCarney and James Leigh
(Designed for use with children grades K-12)
Educational Services
P.O. Box 1835
Columbia, MO 65205

Child Behavior Checklist
by Thomas M. Achenbach
(There is one CBCL for children ages two to three years, and one for children ages four to 16 years)
Thomas M. Achenbach
Department of Psychiatry
University of Vermont
1 South Prospect Street
Burlington, VT 05401

The responsibility for a complete and thorough evaluation does not rest solely with the ED teacher. M-teams need to identify the roles and tasks of each team member. The division of tasks might be as follows:

- *Regular Classroom Teacher and / or Guidance Counselor*: Gather historical information, such as descriptions of behavior and performance in school, interventions attempted, and previous contacts with the parents.
- *EEN Teacher*: Evaluate in-school performance and interactions. Gather information on home and community settings. (This may also be done by the school psychologist, counselor, or school social worker, depending on staff available. If a school social worker gathers a social history, for example, it may still be helpful for the EEN teacher to talk with the parents since the EEN teacher will provide a different perspective for the discussion.) Gather information from achievement tests, behavior rating scales, and interviews.
- *School Psychologist*: Conduct projective tests and interviews and analyze intellectual functioning.

When working with parents, teachers should take the time to gather the necessary information. Teachers should approach discussions with a positive attitude, ask open-ended questions, and make certain the questions are pertinent. Teachers might ask the parent to describe the child at home: How does the child interact with other family members? What are the child's favorite leisure activities? What are the expectations and rules for the child and for other children in the family? Does the child have assigned duties, and does the child follow through with them?

M-team members should keep in mind that according to the diagnostic criteria, the behaviors need not be a "problem" across settings, only "manifested" across settings. M-team members should encourage parents to describe what they see. Part of an evaluation is synthesizing the material gathered, so team members should talk *with* the parents rather than interrogating them.

Educational Assessment of Emotional Disturbance (DPI, 1990) contains more detailed information on evaluation and assessment, including many sample formats. While each assessment is unique, requiring an individualized approach, the following circumstances merit special note.

Assessing Preschool and Early Childhood Children

Early Childhood: Exceptional Educational Needs (EC:EEN) is not a handicapping condition but a program delivery model. Each child placed in such a program must meet criteria for one or more of the handicapping conditions identified in ch. 115, Wis. Stats. Wisconsin rules do not specifically address criteria for preschool children, but a child must meet all criteria for ED as previously discussed to be educationally categorized as emotionally disturbed.

When assessing young children, it may help to keep in mind the phrase from PI 11.35 (2)(g)3.h, Wis. Adm. Code, "Inappropriate behaviors of such severity or chronicity that the child's functioning significantly varies from children of similar age, ability, educational experiences and opportunities...," which emphasizes the need to compare the given child's behavior to the "average" child of that age.

With young children, social-emotional assessment often focuses on the child's ability to develop and maintain functional interpersonal relationships and to exhibit age-appropriate social and emotional behaviors. The assessment process becomes a fact-finding mission that includes an analysis of all aspects of a child's past and present performance to answer the question, *What exactly is the problem, and how severe is it?*

The following behaviors may signify a social-emotional problem in a young child:

- seeming to have a low threshold or tolerance for frustration;
- having excessive trouble in socializing with people, and/or difficulty trusting others;
- throwing toys or other objects whenever things do not go the child's way;
- yelling, shouting, or cursing to excess at other people, frequent and extreme temper tantrums;
- seeming to enjoy being alone most of the time, not apparently interested in being with children of own age, often appearing depressed and withdrawn;
- exhibiting unusual behavior patterns such as eating unusual things, picking at certain areas of the body, responding in ways that appear excessively disconnected from reality, crying at inappropriate times; and
- having a short attention span, high degree of distractibility, anxiety, or impulsiveness.

These behaviors alone do not indicate emotional disturbance; they do, however, suggest that further evaluation may be appropriate.

Evaluators of young children must be sensitive to the rapid changes that occur during the early years of life and must possess a special alertness to, and a working knowledge of, the many stages and phases through which young children go. Without this insight into the usual sequence of development, it is difficult to discern what is the norm and what is not. M-teams need to examine behavior over a period of time to avoid making judgments based on "snapshots." Team members must consider alternative interventions and rule out health-related problems.

Even when a disability is documented, the M-team needs to determine if it significantly interferes with the preschooler's ability to operate on a developmental level commensurate with peers. The following list of questions, taken from *Minnesota Identification and Eligibility for Children and Youth Experiencing Emotional or Behavioral Disorders, 1991* (Minnesota Department of Education), may help in addressing the issues when evaluating prekindergarten-age children for emotional disturbance:

1. Is the child's developmental performance within reasonable range of the chronological age and ability level?
2. Do the child's emotional or behavioral problems appear to be affecting educational/ developmental performance to a greater degree than similar problems that are affecting peers?
3. Has there been regular growth in pre-readiness skills?
4. If the child is performing below reasonable pre-readiness skills expectations, does the search for a cause point strongly to emotional or behavioral needs?
5. What advantages exist for meeting the needs of the child through categorical versus non-categorical programming? What disadvantages exist?

M-team members should consider the environment in which the child is misbehaving to determine if it is appropriate for young children and also if the expectations of that environment are appropriate. Environments for preschool children may include day care, preschool programs, babysitters' homes, homes of relatives, stores, playgrounds, neighborhoods, and religious meeting places. Teachers sometimes wrongly assume that any setting where the child is accompanied by an adult is an extension of "home." Also, if young children are not taken along on shopping expeditions or other outings, evaluators may want to ask why. Because of past behavior problems, parents often feel uncomfortable bringing the child into those situations again.

Resources that may help in evaluating young children include the following. These resources were recommended by Wisconsin ED teachers in the DPI's 1992 survey. The list is not all-inclusive, but may serve as a starting place:

Batelle Developmental Inventory by Jean Newburg, et al. Riverside Publishing Co., 8420 Bryn Mawr Avenue, Suite 1000, Chicago, IL 60631.

Early Childhood Behavior Scale (ECBS) by Stephen B. McCarney. Hawthorne Educational Services, Inc., 800 Gray Oak Drive, Columbia, MO 65201.

Early Screening Profiles (ESP) by Patti Harrison, et al. American Guidance Service (AGS), 4201 Woodland Road, P.O. Box 99, Circle Pines, MN 55014-1796.

System to Plan Early Childhood Services (SPECS) by Stephen J. Bagnato, et al. American Guidance Service (AGS), 4201 Woodland Road, P.O. Box 99, Circle Pines, MN 55014-1796.

Transdisciplinary Play-Based Assessment: A Functional Approach to Working With Young Children by Toni W. Linder. Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624.

Vineland Adaptive Behavior Scales by Sarah S. Sparrow, et al. American Guidance Service (AGS), 4201 Woodland Road, P.O. Box 99, Circle Pines, MN 55014-1796.

Scales of Independent Behavior (SIB) by Richard Woodcock. Part 4 of the Woodcock-Johnson Psychoeducational Battery, sold separately. Riverside Publishing Co., 8420 Bryn Mawr Avenue, Suite 1000, Chicago, IL 60631.

Assessing Culturally Diverse Children

To comply with federal and state regulations, school districts must ensure nondiscriminatory testing. If necessary, tests and other evaluation materials must be administered in the child's primary language. When multicultural issues arise, all those involved in the evaluation process need to understand the child's culture and take care to avoid cultural biases.

Many standardized tests have been developed and normed based on mainstream American culture and may have a built-in bias, albeit unintentional. It is good practice to use a variety of instruments and to validate test scores with observations, interviews, and diagnostic teaching. Following is a list of questions, adapted from *Minority and Bilingual Assessment* (Madison Metropolitan School District, 1979), to ask oneself when assessing culturally diverse students:

- Have you examined your own knowledge and biases about the particular culture from which the student comes? Can you put your personal biases aside?
- Do you have accurate information about the culture and subculture of the student? Where did the information come from? What assumptions do the sources hold?
- How is discipline viewed in the student's culture? What educational expectations do the parents have of the child? What are the familial relationships? How do the parents view their child's and their own assimilation into American society? How does the student's societal value system approach such issues as respect, male and female roles, the importance of education, status and power, aggression, assertiveness, group loyalty, and competition?
- What are the major value differences between the dominant culture and the student's culture? How does the school accommodate those disparities? What has the school tried? What worked, and what did not?
- Is the student adapting to the dominant culture? What aspects of the dominant culture does the student accept or reject? Has the student established his or her own set of values based on the culture(s) in which he or she lives?

Dual Diagnoses

It may be appropriate to assess a child simultaneously for two handicapping conditions, such as ED and LD, or ED and CD. An overview of criteria for LD and CD is found in Appendix D. In these cases, evaluators should clearly define the needs of the student, document that the student meets the criteria for both handicapping conditions, and determine the most appropriate placement to meet those needs. For example, it is not sufficient to say that a student with ED and some reading difficulties is also learning disabled.

Although Wisconsin does not require an M-team designation of primary and secondary handicapping conditions, school districts must make such designations for the federal child count compiled annually in December. Otherwise, districts may make the determination for purposes of assigning a case manager, but that is a local decision and not required by the rules.

Dual diagnoses can lead to complications in determining service delivery when the child does not fit into either type of programming. Using a dual diagnosis may help clarify the specific problems that the child is experiencing. It is important to define those needs regardless of the label or labels, and then to determine the most appropriate place(s) to meet those needs.

Diagnoses From Other Sources

Many behavioral profiles and conditions may lead to a child being identified as emotionally disturbed. The stereotype of a student identified as ED is often that of the acting-out or aggressive student while, in reality, children who are withdrawn or depressed may also be appropriate for placement. Social maladjustment neither automatically includes nor excludes a student from ED classes. If the student is also emotionally disturbed, then the student may receive services. Some students identified as autistic or who have a traumatic brain injury (TBI) are served in ED classes, whether wholly or in part. Conditions such as Tourette's Syndrome and Attention Deficit Disorder (referred to both as ADD or ADHD) may result in behaviors that make an ED placement appropriate. Also, students with psychiatric diagnoses such as clinical depression, bipolar mood disorder, and schizophrenia as a part of their history are sometimes referred for ED.

Some of these conditions respond to various medications, and staff members need to know what medications a child is taking and any possible side effects. School districts should have policies for storing and dispensing such medications. Staff members should consult the school nurse, public health nurse, a local physician, clinic, or hospital for information. Another source of information may be the *Physicians' Desk Reference* (PDR), published annually by the Medical Economics Company. PDR is an index of drugs, their interactions, and their side effects.

Re-evaluations

Re-evaluations, required at least every three years for each child receiving special education {PI 11.04(6)(a)1, Wis. Adm. Code}, are subject to the same requirements for notices and timelines as are initial evaluations, with one exception: no additional parental permission is required. Re-evaluations must be complete and appropriate evaluations. Again, as in any M-team evaluation, the first step should be a review of records to determine what information exists and what additional information needs to be gathered.

The two questions—Does the child have a handicapping condition(s)? and Does the child need special education due to the handicapping condition(s)?—must be answered. However, if the previous evaluation correctly identified the handicapping condition, initial criteria need not be met in order for the student to continue to be identified as meeting the criteria for that condition. In this case, the student has already been determined to have a handicapping condition of ED, and, unless the student has been evaluated to determine if another condition(s) should be added, the M-team needs to establish that the original identification was correct. If the student no longer meets initial criteria, then the M-team should discuss what has caused the change in evaluation. For instance, is it that the student is in a special education program and the intervention has been successful?

The key question to consider in a re-evaluation is whether there is a continuing need for special education. That a student no longer meets initial criteria should not be used as an excuse to discontinue services to a child who is still educationally handicapped. That a student was once placed in special education is not an excuse to continue services.

The law requires school districts to provide a free and appropriate public education (FAPE) to EEN students, and FAPE is determined on an individual basis by the individualized education program (IEP), the plan of specially designed instruction. After the M-team determines whether a handicapping condition(s) exists and whether there is a need for special education, the IEP then defines and drives the special education program for each student in all areas from academics to discipline, graduation requirements, and more. The IEP should be a dynamic, working document. Every EEN student must have a current IEP, and that IEP is to be implemented as written.

Rather than the technical details, this section provides a general overview of the rules, regulations, and practices regarding IEPs. The requirements concerning IEPs are found in PI 11.05, Wis. Adm. Code, included in Appendix P.

Purpose of an IEP

The IEP is the heart of the federal and state special education legislation. Even though school districts are not legally bound to meet the projected goals, districts are legally bound to provide the services and specially designed instruction indicated by the IEP. The IEP meeting and the subsequent document have six purposes.

- to serve as a communication vehicle between parents and school personnel,
- to provide an opportunity for resolving differences concerning the student's needs,
- to represent a commitment of the district resources to enable the student to receive needed services,
- to serve as a management tool by which special education and related services appropriate to special learning needs can be tracked,
- to serve as a compliance and monitoring document from which to determine whether or not the student is actually receiving FAPE agreed to by the school district and the parents, and
- to serve as an evaluation device to help determine the student's progress toward projected outcomes. (*Federal Register*, 1992)

Participants in IEP Meetings

Basically, the participants in an IEP meeting include a representative of the local education agency (LEA) who has been given the authority to commit the resources of the school district, a person knowledgeable about the student's handicap and appropriate programming (generally the child's EEN teacher), and parents. Certain circumstances may create a need for additional people, and information regarding those circumstances can be found in PI 11.05(2)(b)1-8, Wis. Adm. Code.

Each school district should have a written policy regarding who may serve as the LEA representative for an IEP. In some districts, that list is limited to administrators, while in other districts, the LEA representative may be a psychologist, counselor, or EEN teacher. The representative is a key person in the process and should be able to ensure that the services described in the IEP will actually be provided. The LEA representative should have the authority to commit the district's resources and cannot be vetoed at a higher administrative level. It is important for the LEA representative to attend the meeting. One violation commonly found in monitoring is that the LEA representative just "signs off" and does not attend the meeting.

Three attempts to include the parent(s) in the IEP meeting must be documented, and parents are to receive a copy of the completed IEP. A parent's signature on an IEP does not signify agreement; it simply means that the parent(s) attended the IEP meeting and/or had an opportunity to participate. School staff members should take care not to prepare the IEP in final form prior to the meeting with parents as parents must have input into the IEP's development. Even if told they have input, parents may not feel that way if school staff members present them with what appears to be a completed document.

Required Components of the IEP

PI 11.05(4)(a-c), Wis. Adm. Code, lists the mandated components of the IEP, and Figure 5 (pages 17-18) shows a sample IEP form. School districts may want to add other components to their forms, but they must include these.

A statement of the student's present level of educational performance. The development of an IEP resembles the development of a travel plan. Figure 4 illustrates this analogy. The first step is to determine the departure point, or the child's present level of performance. The IEP should state a present level in terms of what the child can do rather than cannot do. The IEP participants must know what academic, social-behavioral, and functional skills a student has or has not acquired. This information is available from a variety of sources, including the M-team report, individual reports, previous IEPs, diagnostic assessments, direct experience with the student, and observation. A present-level-of-performance statement might read. "On the bus, student acts appropriately approximately 20 percent of the time by remaining in his seat, keeping his hands to himself, refraining from name calling, and keeping his feet out of the aisle."

A statement of annual goals, including short-term instructional objectives. For each present-level-of-performance statement, the IEP must state an annual goal. An annual goal is the destination of the travel plan—how far the student will travel this year. While an IEP may have only one annual goal, the average IEP has three to five annual goals. The participants will determine the number of goals at an IEP meeting and should base the number of goals on the number of target behaviors or skills that can be reasonably addressed during the term of the IEP. Participants can review and modify an IEP at any time, so annual goals may be added later. The annual goals should be child-centered (student will increase ability to interact appropriately with peers on the bus), rather than teacher-centered (student will be taught how to interact) or curriculum-centered (student will complete social skills curriculum).

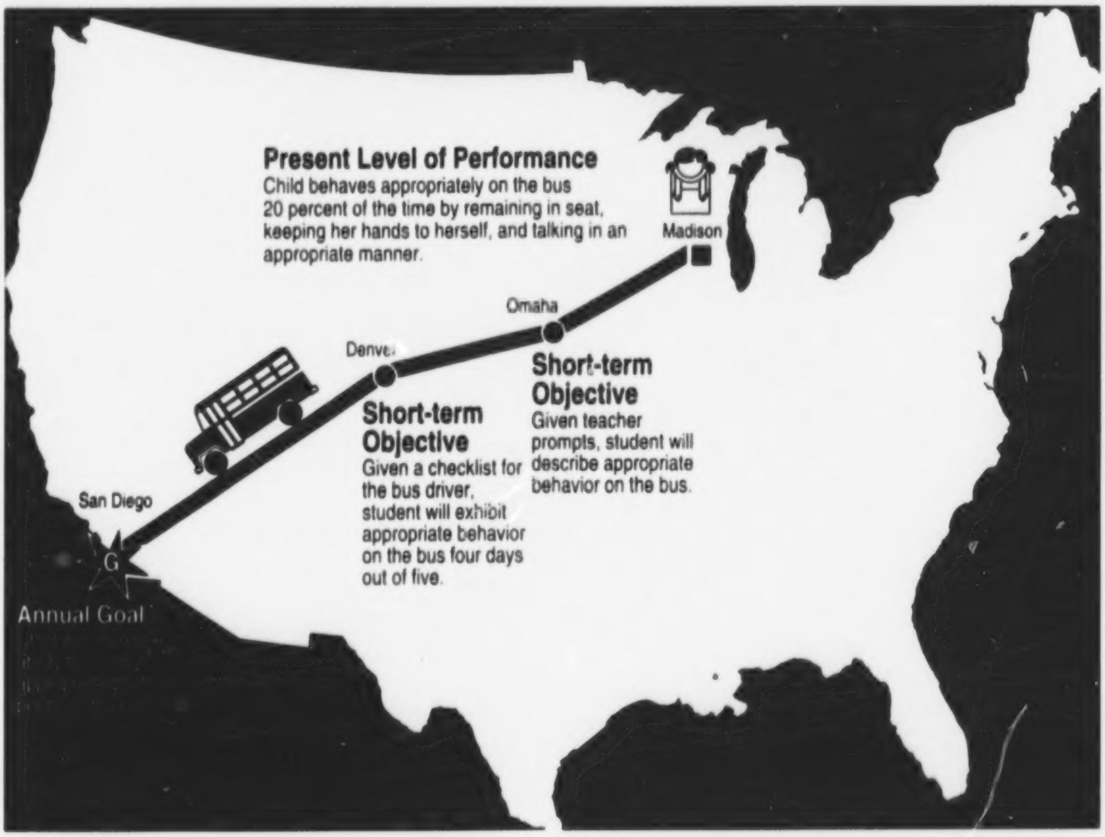
The goals state what the student is expected to accomplish in the next 12 months or less. The goals should be stated in positive terms and should be free of jargon. Most goals include the direction of change (increase, decrease, maintain), an area of need (respect for authority, peer interactions), and can include a specific level of attainment or success (without teacher prompts, given a checklist).

For each annual goal, the IEP must state at least two short-term objectives. These are the milestones or checkpoints along the travel plan—the major stepping stones that take the student from the present level of performance to the annual goal. Objectives must be stated in measurable terms and may be consecutive (following a sequence) or concurrent (occurring at the same time).

Many commercial sources provide sample goals and objectives, including *The Teacher's Guide to Behavioral Interventions,* by Kathy K. Wunderlich and published by Hawthorne Educational Services. The IEP participants should always take care to make decisions based on the individual situation when developing an IEP.

Figure 4

IEP as a Travel Plan


Present Level of Performance
Child behaves appropriately on the bus 20 percent of the time by remaining in seat, keeping her hands to herself, and talking in an appropriate manner.
Madison
Omaha
Denver
Short-term Objective
Given teacher prompts, student will describe appropriate behavior on the bus.
Short-term Objective
Given a checklist for the bus driver, student will exhibit appropriate behavior on the bus four days out of five.
San Diego
G
Annual Goal

An IEP may be compared to a travel plan, with the present level of performance as the starting point and the annual goal the destination. The short-term objectives (there may be more than two) are the milestones along the way. One should remember that there may be more than one route to the destination—via St. Louis and Dallas, or Minneapolis and Salt Lake City, rather than Omaha and Denver.

Although the "how" is not a required IEP component, it may be important in determining if the goal is reasonable within the time frame; for example, if one has only three days to get to San Diego, a bike will not do it—one needs a bus or a plane. In educational terms, one needs to determine a reasonable goal for the 12 months of the IEP.

BEST COPY AVAILABLE

Objective criteria, evaluation procedures, and schedules for determining if objectives are being achieved.

- *Objective Criteria.* These are quantitative measures, such as number of times, percentages, or lengths of time, of the level of performance acceptable for attaining the objective. If the IEP lists no objective criteria, then it is assumed that the expected performance level is 100 percent, or all of the time.

IEP participants should keep in mind the present level of the student's performance in setting objective criteria so that expectations are reasonable. For example, if the student does not exhibit the desired behavior at all, then 100 percent may be too big a leap. Authors of the plan should use reasonable, intermediate steps, such as 25 percent or 40 percent, based on what reasonable progress the student can make.

- *Evaluation Procedures.* These are the means of collecting the data that will describe whether the objective criteria are being met. Examples of evaluation procedures include charting, informal assessment, review of disciplinary reports, point sheets, or weekly reports. The IEP should state an evaluation procedure for each short-term objective. Authors of the plan should take care not to use arrows or ditto marks when filling out evaluation forms and to write each procedure out in full.
- *Schedules.* These tell how often progress toward each objective will be evaluated, for example weekly, quarterly, monthly. While IEP authors must review and develop a new IEP annually, it is good practice to review student progress toward IEP goals and objectives more often so that modifications to the program can be made if appropriate.

Extent to which the student will participate in regular education, and specific special education and related services to be provided. The IEP must specify the extent of a student's participation in regular education, which can be expressed as an amount of time, a list of classes and activities, or as a narrative. Participation can include field trips, lunch, or recess, especially if the student is self-contained in special education for much of the day. The extent of a child's participation in special education can also be expressed as an amount of time, a list of classes and activities, or a narrative.

Regular education is an *environment*, while special education is a *service*; the two are not parts of the same whole. A special education *service* may be delivered in the regular education *environment*, as when the special education teacher team teaches with the regular education teacher.

The amount of special education specified by the IEP describes the district's commitment of resources by stating the programming, including related services, needed to meet the IEP goals and objectives. This statement of the amount of special education is not a placement, but a description that clearly defines the services to be provided.

Related services are the developmental, corrective, and other supportive services necessary for a child to benefit from special education. The IEP participants determine what, if any, related services are needed by an individual child, with two exceptions: (1) the need for occupational therapy (OT) and physical therapy (PT) must be determined by an M-team, and (2), transportation may be added if needed once the placement is determined. The amount, frequency, and duration of related services to be provided must be stated: for example, "Counseling with the school counselor two times per week, 30 minutes each session, for 18 weeks." The key is that the amount of special education and related services must be clear to all involved in developing and implementing the IEP, including the parents.

The section in Figure 5 titled "Specific special education and related services that will contribute to meeting this goal" should be completed with a description of the programming needs of the student detailed enough to give some indication of student's needs to the

Figure 5

Sample Individualized Education Program Form

Name of Student		Date of Birth	
District of Placement	District of Residence	Sex	Grade
Parent or Legal Guardian		Telephone No. *Area/No.*	

Address	City	State	ZIP

Amount of Special Education

Extent to Which Student will Participate in Regular Education Programs

Related Services *Include Specific Amount of Service*	Beginning Date of IEP *mo./day/yr.*	Ending Date of IEP *mo./day/yr.*

Physical Education	☐ Regular	☐ Specially designed
Vocational Education	☐ Regular	☐ Specially designed

Include appropriate annual goals and objectives on following page under short-term objectives if specially designed

STANDARDIZED TESTING

Will student participate in standardized testing?

Third Grade Reading Test	☐ Yes	☐ No	☐ With Modifications	________
Competency-Based Testing	☐ Yes	☐ No	☐ With Modifications	________
Achievement Testing	☐ Yes	☐ No	☐ With Modifications	________

Justification for removal from regular education or regular education environment.

IEP INVOLVEMENT

Date of IEP Meeting	IEP **Review** Date	Documentation of efforts to involve the parents in the IEP.
IEP meeting participants:	IEP meeting participants:	
LEA Representative	LEA Representative	1. ________
Special Education Teacher	Special Education Teacher	2. ________
Parent/Guardian	Parent/Guardian	3. ________

Page ____ of ____

Name of Student

Present level of educational performance

Annual Goal

Short-term Objectives	Evaluation		
	Objective Criteria	Procedures	Schedule

Specific special education and related services which will contribute to meeting this goal:

Action taken on this goal at IEP review:	Date

placement committee, but not so specific to make the placement for the committee. For example, this section might read, "ED programming to include a high degree of structure and supervision."

Goals and objectives for regular education do not belong in the IEP; extent of participation in regular education is sufficient. If, however, modifications to the regular education program are necessary for a child with a disability to participate in that program, those modifications should be included in the IEP.

Projected dates for initiation of services and anticipated duration of services. Dates should be three-part (month-day-year) rather than two-part (month-year). The beginning and ending dates of the IEP cover a period not to exceed 12 months. Authors of the plan should take care to exclude times when school is not in session unless services are offered at those times. An IEP may include more than one set of dates if, for example, some services begin and end at different times. Related services sometimes begin a week or two after the school year starts and end a week or two earlier than the school year ends. The IEP should reflect these circumstances.

Justification for removal from regular education/determination of least restrictive environment. Federal and state special education law assumes that a student will participate in regular education unless there is justification for removal from that program. The justification requires a child-specific response to the following questions:

- *Can the student's education be achieved in the regular classroom with the use of supplementary aids and services?*

If the answer is "yes," then there is no justification for removal. IEP participants should decide the use of supplemental aids and services based on the individual case and also on what is reasonable and nondetrimental to the regular education program. For example, extensive use of teacher time for one student might be detrimental to the education of other students. If the student's education cannot be achieved in the general education environment, then the following three questions must be addressed.

- *What is the nature and severity of the child's handicapping condition, including the needs of the child, that makes removal from the regular education environment necessary to achieve the IEP objectives?*

This section should not restate the handicapping condition, but it should describe the ways in which the handicap manifests itself. For example, descriptions might include phrases such as, "short attention span," "poor impulse control," or "nonreader."

- *What are the characteristics of the regular education environment that would make it necessary to remove the student in order to meet the objectives in the IEP?*

Examples might include, "Regular education class does not provide the level of structure needed by the student," "Prerequisite skills of curriculum (list the specific skills) cannot easily accommodate modification, adaptation, or substitution," or "Class size does not permit individualized attention needed by student."

- *What are the potential harmful effects to (a) the student, (b) the services provided, and (c) others?*

Responses might read,

(a) "Student will not learn an important skill" (be specific), or "Student will not have the high degree of individualization she or he needs."

(b) "Regular education program does not address study skills or social skills."

(c) "Students may be injured by violent behavior" or "Other students will not get the assistance they need due to the demand on teacher time for one-to-one instruction." (This justification must be child-specific and relate to the needs specified in the IEP.)

Modifications in physical education and/or vocational education, if applicable. The program must be either "regular" or "specially designed." Entering "not applicable" is inappropriate. If the program is specially designed, then appropriate annual goals and objectives must be included for it. It is not appropriate to use the IEP to excuse or exempt a student from physical education. If the student needs a specially designed program, then it should be provided.

Modifications of standardized testing. A blanket policy automatically removing all special education students from such testing situations is not appropriate; the decision needs to be individualized.

Transition plans for students 16 years and older. (Also highly recommended for students 14 years and older.) PI 11.05(4)7, Wis. Adm. Code, says the annual statement of needed transition services should include a coordinated set of activities that "a. [are] based on the individual child's needs, taking into account the child's preferences and interests; b. include instruction; community experiences; and the development of employment and other post-school adult living objectives; and c. if appropriate, include acquisition of daily living skills and functional vocational evaluation." If a child does not need transition services in one or more of these areas, the transition plan needs to include a statement to that effect and the basis on which the determination was made. DPI Information Update No. 93.1 discusses transition services in more detail and is included in Appendix E.

IEPs for Summer School

If the school district offers special education summer school, IEP participants may develop a separate IEP for summer school. Some goals and objectives may carry over from the IEP developed for the school year. Since time schedules and availability of regular education programs and support staff may differ in summer from the regular school year, however, it is usually not feasible to simply use the IEP developed for the regular school year.

Person Responsible/Methods and Materials

It is not necessary to specify the person responsible for the various special education and related services on the IEP. Some districts choose to list individual names. Since the IEP is a commitment of resources, the individuals listed must then provide the services unless the IEP is revised, and so listing names is not recommended.

Listing the methods and materials to be used in the IEP implementation is also not necessary. Again, some districts choose to do so, but then changes to the list require IEP revision.

Transfer Students

If a student transfers from out-of-state, a new referral must be initiated before special education placement can occur. If the student transfers from another Wisconsin public school district and if the receiving school district accepts the M-team report from the sending district, the receiving district has two options: either to accept the IEP from the sending district and implement it as written or to develop a new IEP. Until changes are made, the existing IEP must remain in effect and be implemented until a new IEP is developed.

Diagnostic Placements

Diagnostic placements are not allowed under the rules. All students in special education programs must have a valid M-team, IEP, and placement.

References

Federal Register, Vol. 57, No. 208, 34 CFR, Appendix C to Part 300, October 27, 1992, p. 48695.

Madison Metropolitan School District, *Minority and Bilingual Assessment: A Guidebook for the Madison Metropolitan School District*. Madison, WI: 1979.

Minnesota Department of Education, *Minnesota Identification and Eligibility for Children and Youth Experiencing Emotional or Behavioral Disorders, 1991*. St. Paul, MN.

Wisconsin Department of Public Instruction, *Educational Assessment of Emotional Disturbance: An Evaluation Guide*. Madison, WI: DPI, 1990.

Suggested Resources

These resources for assessment were recommended by Wisconsin ED teachers in the DPI's 1992 survey. Teachers throughout the state use other excellent resources, but these are good to consider as a starting point.

Hawthorne Educational Services, 800 Gray Oak Drive, Columbia, MO 65201, offers a variety of publications including *The Teacher's Guide to Behavioral Interventions (TGBI)* which has sample goals and objectives, *The Pre-Referral Intervention Manual (PRIM)*, and *The Attention Deficit Disorders Intervention Manual*.

Wisconsin Department of Public Instruction, Publication Sales, P.O. Box 7841, Madison, WI 53707-7841, publishes *Educational Assessment of Emotional Disturbance*.

Many rules and regulations govern special education and related services, so it is always a good idea to have a copy of PI 11 available for reference. While sections of PI 11 relevant to this section are included in the appendix, many other issues are not covered here, and educators should be familiar with those. Appendix F lists other such materials that ED teachers should be familiar with.

Getting Started 2

Facilities
Scheduling
Selecting Materials
Adapting and Modifying Materials and Instruction
Student Records and Confidentiality
Communication
Working with Special Education Program Aides
Stress Management
References

Facilities

An adequately sized classroom is essential. The classroom must be large enough to accommodate various distinct areas and to permit movement and casual conversation without disturbing others. Basic school building codes dictate floor space, lighting, and heating requirements. Even when students spend a significant amount of the day in general education, the school must provide adequate EEN classroom spaces.

Dividing ED classrooms into distinct areas facilitates behavior management and focuses learning. An ED classroom might consist of an academic area, a social area, and a time-out area. If space allows, other areas might include a reading area, computer area, learning centers, and art area. Some areas may have multiple purposes. The teacher should have a clear view of each area from any other part of the room. Bookcases might serve as partial dividers. Figure 6 illustrates the "engineered classroom" model, which utilizes the division of a classroom into distinct areas.

Academic Area. All instruction and independent seatwork takes place in the academic area. Individual desks or tables should be available for the students and should be placed to minimize the possibility of physical and verbal contact between students. Small tables for older students might provide larger work spaces than desks, study carrels may be used for students who need a more secluded working environment, and a larger table for small group work might also be in this area.

Social Area. The social area, or free-time area, should be located far enough from the academic area that students working at their desks are not disturbed. This area might include a small table and chairs, games, puzzles, headphones, computer, and magazines. If available, carpeting on the floor will help to minimize noise. Time in this area is generally earned, and inappropriate behavior may result in the student losing use of the area for a given period of time.

Time-out Area. This may be an area of the classroom, a separate room adjacent to the classroom, or both. Whatever the case, the area should be free of distractions and stimulation. It should be a nonthreatening area—a place where a student can regain composure. Again, basic building codes apply in terms of floor space, heating, ventilation, and lighting. If a separate room is used, there must be a means of maintaining visual contact with the student at all times. Further discussion of the use of time-out is found in section 3.

Other Areas. A reading area might be carpeted and have a comfortable chair or large floor pillows. A variety of books and magazines appropriate for a range of reading levels and interests should be available. A reading area is not for talking or sleeping.

The teacher's desk may be located anywhere in the room, but is typically in the academic area. A locking file cabinet or desk drawer is essential for storing confidential information.

There may be times when the teacher needs immediate assistance in dealing with a student and cannot leave the room to summon help. The teacher should have a telephone, intercom, or other reasonable means of contacting the office and others in the building.

When arranging and decorating the classroom, the teacher should take problems such as visual and auditory distractions into account. Wall decorations, mobiles, and classroom pets may distract some students. Others may find certain types of lighting, noise from ventilation fans, activity outside a window or in the hallway distracting. The general decor should be comfortable and pleasant while allowing for individual needs and preferences.

Figure 6

Frank M. Hewett's Engineered Classroom Model

Frank M. Hewett's engineered classroom model is a program model for ED classrooms. The goal is to provide a setting where students can learn more appropriate behaviors. This is achieved by assigning appropriate tasks, providing meaningful rewards, and maintaining an appropriate degree of teacher structure.

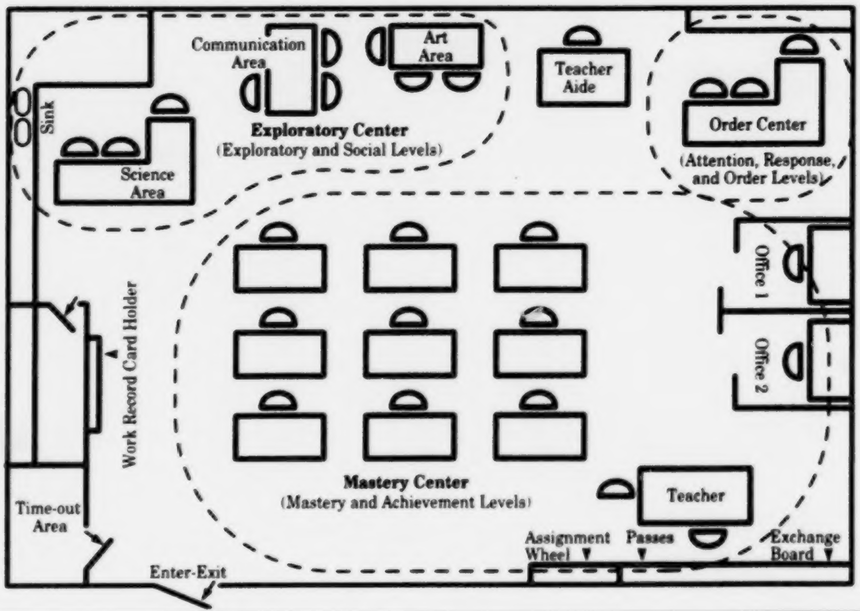
Hewett recommends that the ED program be composed of the following major areas of the classroom: Mastery Center, Exploratory Center, and Order Center. The Mastery Center is the academic area, which includes individual tables (2-feet x 4-feet is recommended) for each student. Adjacent to the individual desks, Hewett recommends the placement of at least two study booths. These study booths may be used with students needing a more isolated work atmosphere.

The second major area is the Exploratory Center. This area encourages science, art, and social activities. Hewett explains that this center should be located near a sink and work center and separate from the Mastery Center so as not to disturb the students in that area.

The Order Center is the third distinct area in the engineered classroom model. This area includes two tables and storage cabinet. Its purpose is to provide activities that emphasize active participation, direction following, and task completion.

Hewett also recommends including various bulletin board areas within the ED classroom. They should be used to display the students' daily assignments, assign classroom activities, and implement the behavior management system.

In addition, Hewett's model includes the teacher's desk at the front of the Mastery Area and positioned near a chalkboard. The aide's desk is then positioned at the back of the classroom, near the Exploratory and Order Centers, so that supervision is provided in these areas. The following illustrates the floorplan of Hewett's engineered classroom model. (Hewett, 1967)



Communication Area
Art Area
Teacher Aide
Sink
Exploratory Center
(Exploratory and Social Levels)
Science Area
Order Center
(Attention, Response, and Order Levels)
Office 1
Office 2
Work Record Card Holder
Mastery Center
(Mastery and Achievement Levels)
Teacher
Time-out Area
Assignment Wheel
Passes
Exchange Board
Enter-Exit

Scheduling

With only limited time in a work day, scheduling becomes key to accomplishing necessary tasks efficiently and successfully. Even with careful scheduling, hectic and unpredictable school days make it difficult to cover all bases. Teachers should keep in mind the importance of setting priorities, learning to balance demands, and asking for support when needed. ED teachers must often find time for evaluations, consultation, and planning in addition to meeting the needs of students. Scheduling falls into two categories: student scheduling and program scheduling.

Student Scheduling. The focus of the ED program is meeting the needs of students as defined by their IEPs, and scheduling of classes should be done with this in mind. "Hand scheduling" students usually works more efficiently than relying on a computer-generated program. This allows the teacher and counselor to schedule a student for the time of day that is best for the student, classes that may have fewer students in them, and teaching methods that most closely match the learning style of the student. Hand-scheduling minimizes the need to make schedule (and perhaps IEP) changes. Teachers should try to schedule ED classes to coincide with regular education schedules. This facilitates inclusion and generalization of skills to other settings.

Program Scheduling. While the needs of students are the first priority, other tasks demand the ED teacher's time, such as completing assessments of students referred for ED. In some districts, substitute teachers provide release time, while other districts have program support or diagnostic teachers who complete evaluations. In addition to initial referrals, responsibilities of ED teachers usually include the re-evaluations of students in their program. Having adequate time to complete any evaluation is important as many crucial decisions are based on this information.

It is also important for ED teachers to schedule time to consult with other teachers, support staff, parents, and agency personnel. Teachers might accomplish some of that communication by using monitoring sheets or by touching base when spare time arises. If teachers use a "catch-as-catch-can" approach as the only method of consulting with others, however, consultation becomes too easily overlooked in a busy schedule.

Finally, teachers need preparation time, but often overlook it in the face of a crisis situation or other student need. While occasionally this cannot be helped, teachers need to take time to plan the school day, assemble the necessary materials and equipment, and make long-range plans.

Scheduling is difficult and should be a cooperative effort. Meeting the needs of students identified as ED is not only the responsibility of the ED teacher; it takes everyone to teach everyone. Teachers should not hesitate to discuss scheduling conflicts with the administration and ask for reasonable resources to assist in completing necessary tasks.

Selecting Materials

Two major factors arise in selecting materials for classroom use: the needs of students and the budget. Often the teacher must select and order materials well in advance of the start of the school year, and this may mean some guessing about student needs and achievement levels. When selecting materials, the teacher should make choices carefully using the following guidelines:

- Develop a list of subjects or areas to be addressed.
- Inventory, review, and critique existing materials. Consider past experience regarding needs of the students and consumption of materials. Be aware of materials one might borrow from other teachers in the building or the district, or from a materials center.
- Identify and prioritize materials needed.
- Examine catalogs, review sample copies, visit displays at conferences and conventions, and get recommendations from colleagues.
- Make decisions and place orders as the budget allows and based on the priorities set.

Adapting and Modifying Materials and Instruction

Academic lags, low frustration tolerance, and past failure with traditional instructional methods are some of the many reasons for making instructional modifications to accommodate students identified as ED. Sometimes minor changes make a significant impact on a student's success in school. A teacher might consider the following suggestions for modifications. If these adaptations are necessary for the student to succeed in general education classes, the IEP should include them.

Planning Lessons

- Clarify written directions by highlighting or underlining each key point.
- Give directions in brief, distinct steps. It may help to pause between steps to allow the student to complete that part of the directions.
- Have students repeat the directions.
- Present work in smaller amounts. Change one long assignment into two shorter ones, or vary the length of the assignment depending on student needs. Some students need extensive repetition, but others grasp the concept quickly and may need just a few exercises to reinforce their learning.
- Ask a variety of questions. Some students may be able to analyze and synthesize information, while others may only be able to repeat factual information.
- Plan for different learning styles. Some students need visual information while others can learn from listening to the teacher. Other students need "hands-on" activities.

Selecting Materials and Activities

- Use book jackets to camouflage books for students who may be self-conscious about using lower level materials.
- Allow students to use tagboard strips to block out areas of a worksheet on which they are not working at the moment. Tagboard strips can also be used to help a student follow from line to line when reading.
- Highlight textbooks.
- Have text tape recorded.
- Provide an outline of the material for students to follow.
- Provide a written set of instructions in addition to giving them orally.
- If giving a lecture, supplement the lecture with visuals such as charts, overheads, videos, and slides.
- Provide alternative materials that use different approaches or formats.

Evaluation and Feedback

- Allow flexibility in student responses. If a student has difficulty writing, then allow oral responses. Use multiple-choice rather than short-answer.
- Read test questions to the student or have the test taped.
- Allow students extra time to complete assignments or tests if needed.
- Evaluate the student using a collection of work (such as a portfolio) over time rather than on a few select occasions.
- Collect work as soon as possible; this reduces the number of lost assignments.
- If the content of the assignment is correct, do not return work because of poor handwriting. Work on neatness as a separate area, and allow the student to feel good about successfully mastering the content.
- Mark correct answers rather than errors.
- Use a variety of evaluation techniques, such as daily assignments, tests, discussions, and projects, so that students have several opportunities to show that they have learned the material.

Student Records and Confidentiality

ED teachers need to make themselves aware of district and building policies regarding confidentiality. Teacher handbooks often cover building policies, and the principal or central office can provide district policies. Teachers need to know about all policies, including those relating to student records. Student records can fall into several categories.

- *Pupil Records*—include any records maintained by a school relating to individual pupils
- *Behavioral Records*—include psychological tests, personality evaluations, and written statements related to achievement or ability, EEN evaluations, and M-teams
- *Progress Records*—include records of grades, courses taken, attendance, and extracurricular activities
- *Pupil Physical Health-Care Records*—include basic health information, immunization records, emergency medical cards, logs of first aid and medications administered to the pupil, athletic permit card, information concerning the student's ability to participate in physical education program, screening information (such as vision, hearing, scoliosis)
- *Directory Data*—includes pupil's name, address, telephone, date and place of birth, participation in recognized sports and activities, awards received

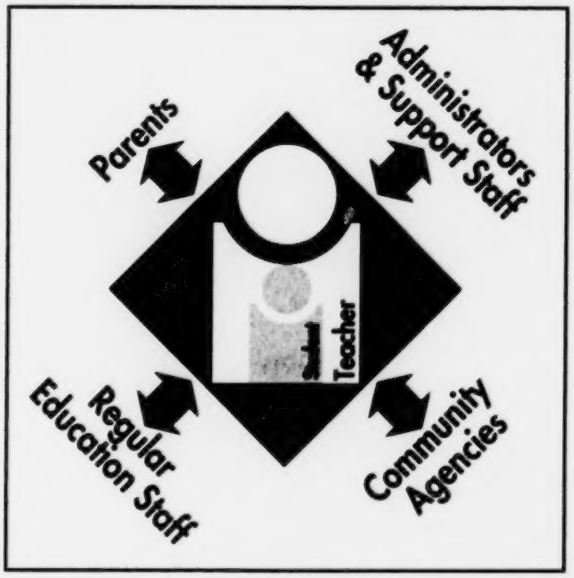
All records for any student may be kept together. Since some records are considered confidential and must be treated differently, it may make sense to keep them separately. For confidential records (including EEN records), a list of people authorized to have access should be attached to the file kept in a locked cabinet. Teachers may provide adult students, parents, or guardians with a copy of pupil progress records. When sharing behavioral records, it is wise to do so in the presence of a person qualified to interpret results.

ED teachers sometimes maintain personal, anecdotal records on students. Teachers may keep these records in the classroom for easy access, but should make sure to keep them in a locked drawer or file. Once a teacher shares that information with someone else, it becomes part of the pupil record.

Equally important is the need to maintain confidentiality when discussing students. ED teachers should make certain that the setting is appropriate and that only personnel directly involved are included in discussions. Teachers should take care to reveal only what needs to be known, especially when information is written down. They need to make sure to have the necessary facts, and that the information is accurate.

It is important to respect the child and to maintain professionalism by sharing confidential information only with those who have a need to know, or otherwise, by getting permission before discussing confidential information with others. Alternative ways exist to alert staff, such as a classroom aide, to a situation without giving confidential details by saying, for instance, "_____ has gone through a traumatic incident, and may react by (describe possible behavior)." Those who work with the student will then be aware of potential problems or concerns without needing to know specifics.

Communication



The role and function of an ED teacher includes everything from a facilitator of programming and advocate for students to a liaison with parents and outside agencies. The teaching role of the job is obvious, but teachers are often much more than facilitators for learning. Later sections of this guide discuss those other roles, such as behavior manager and affective educator. This segment discusses some of the more common roles that ED teachers fill as communicators. It is not an all-inclusive discussion, but one that may help prepare ED teachers for their task and help them to answer the question, *Which hat am I wearing now?* In filling these many roles, teachers should remember to keep a sense of humor and ask for assistance when needed. Teaching students identified as ED is a job no one is expected to tackle alone.

Communication with Regular Education Staff

"Mainstreaming" has become a misused word because the concept is often misunderstood. The goal of inclusion is to provide students identified as emotionally disturbed with an appropriate education in the least restrictive environment. When including students identified as ED in a general education class, the students' success may depend heavily on communication between the special education teacher and the regular classroom teacher. ED teachers should make themselves available to offer support, answer questions, help solve problems, offer ideas and suggestions, discuss academic and behavioral progress, or simply listen.

After establishing communication, the ED teacher should keep the lines open and not abandon the regular education teacher with a difficult student. The ED teacher should follow up regularly and frequently on academic and behavioral progress through personal contact, monitoring sheets, or both. Figures 7 and 8 provide examples of monitoring sheets.

Scheduling time to meet greatly enhances communication among teachers. Although meeting regularly during normal school hours is difficult unless teachers have common planning or release time, designating time for meetings permits teachers to discuss concerns, problem-solve, and develop common goals for students. This communication improves both teachers' effectiveness, may result in an increased sense of self-confidence and self-esteem for students identified as ED, and improves the chances of school becoming a successful, positive experience for all.

Communication between teachers is particularly important in the process of making modifications to the regular education setting. Teachers need to base programming decisions and appropriate placement on the students' needs as defined by the IEPs. The structure of the regular education classroom, the expectations of the teacher, and the degree of flexibility of the environment, as well as the characteristics of the students, warrant discussion. Modifications may include changes in academic materials, methods of presentation, methods of evaluation, the system of behavior management, or the general physical environment of the classroom.

Communication with Administrators and Support Staff. The issue of who has ownership in a student's education comes up when teachers refer to students as "your" student or "my" student instead of "our" student. For the students' benefit, teachers need to work with other involved staff members. Communication with support staff and administrators can and should vary from informal conversation to formal meetings and conferences.

At times, a walk from the classroom to the office may help a student to cool-off. The ED teacher and principal should come to an agreement about the reasons a student should be sent to the office. The teacher can invite the principal to visit the ED classroom so students get used to seeing the principal in a positive light. By getting to know the principal in this way, the student may be better able to control behavior when a crisis involving the principal occurs.

The ED teacher should stay in contact with available support services staff, such as the school nurse for health histories, information of medications students may be taking, and a resource for health units. Some districts also have school social workers and police liaison officers. These professionals can help with truancy referrals, cases of suspected abuse, linkages with the juvenile justice system, and community agencies. Teachers should use the support services available through these individuals as well as the school psychologist and counselor.

Communication as M-team Coordinator/Case Manager. The job of case manager may include setting up the M-team meeting time and date, conducting the meeting, and ensuring the completion and delivery of all reports to the special education director/designee. If any questions arise about procedure or requirements, the teacher should ask for assistance and clarification. The ED teacher is also most likely to have these responsibilities in re-evaluations, which is especially appropriate when the student has been in that teacher's class.

Communication with Parents. Communication with parents is crucial and should go beyond simply reporting problems and crises. Parent support for education is imperative. It may be appropriate for the ED teacher to use regular written reports or phone calls to keep parents "on top" of what is happening at school. Many teachers contact the student's parents by phone or mail shortly before the start of the school year. This is an opportunity for the teacher to introduce himself or herself, to invite parents to visit the program, and to welcome students to the start of a new year.

Figure 7

Sample Behavior and Work Monitoring Sheet

Student's Name	Date

Check the correct numbered box *in ink*

Work

3 = Work was completed to the **best** of ability
2 = Work was attempted
1 = Incomplete, late, or unsatisfactory

Behavior

3 = Complied with **all** rules
2 = Complied with most rules
1 = Needed reminders often, noncompliant

	Rating			
Class	**Work**	**Behavior**	**Comments**	**Other**
	☐ 3 ☐ 2 ☐ 1	☐ 3 ☐ 2 ☐ 1		Assignment Initials
	☐ 3 ☐ 2 ☐ 1	☐ 3 ☐ 2 ☐ 1		Assignment Initials
	☐ 3 ☐ 2 ☐ 1	☐ 3 ☐ 2 ☐ 1		Assignment Initials
	☐ 3 ☐ 2 ☐ 1	☐ 3 ☐ 2 ☐ 1		Assignment Initials
AM Recess	☐ 3 ☐ 2 ☐ 1	☐ 3 ☐ 2 ☐ 1		Initials
Lunchroom	☐ 3 ☐ 2 ☐ 1	☐ 3 ☐ 2 ☐ 1		Initials
Noon Recess	☐ 3 ☐ 2 ☐ 1	☐ 3 ☐ 2 ☐ 1		Initials
PM Recess	☐ 3 ☐ 2 ☐ 1	☐ 3 ☐ 2 ☐ 1		Initials

Any Comments/Pertinent Information

Figure 8

Sample Monitoring Sheet

Return to junior high school

Student's Name	Date
Teacher's Name	Class

Check the correct box

G = Work was completed to the **best** of ability

F = Work was attempted

P = Incomplete, late, or unsatisfactory

NA = Not Applicable

	G	F	P	NA
Completes assignments on time				
Works up to ability				
Understands concepts				
Contributes to class				
Test results				
Comes prepared for class				
Arrives on time and follows rules				
Makes good use of time				
Works well with others				
Accepts responsibilities				

Current test grades ____________

Overall grade so far ____________

Do you wish to see me concerning this student ☐ yes ☐ no

If yes, indicate the best time ____________

If you have any concerns you feel I should know about, indicate them here:

When meeting with parents, educators should make the situation as nonthreatening as possible. Educators should avoid packing the room with every teacher the student may have, and remember to use terms that everyone understands. The teacher might show parents examples of point-sheets, contracts, and other such materials and make sure parents have information regarding attendance policies, transportation arrangements, hot lunch, and necessary school supplies and equipment. Developing a positive working relationship with parents provides an important resource for the teacher because parents have a wealth of information about their child.

At several points in the referral process, parents receive a copy of their rights. The ED teacher can help them to understand and interpret this information. If appropriate, the teacher might provide parents with information about relevant community agencies and services and let parents know how and when they can most easily reach the school personnel who work with their child.

Sometimes, perhaps due to fear or guilt, parents may deny their child's emotional problems or the seriousness of those problems. Parents may express anger at "the system" because of a lack of services or their inability to gain access to those services. Parents may feel confused and intimidated by a complex community of professionals. Students identified as emotionally disturbed are often expert at playing one person against the other, so parents may harbor negative feelings toward each other or toward school personnel. They may feel angry at the child, and siblings may also feel resentment. Many parents of children with emotional and behavioral problems may be in a constant state of anxiety, making them confused, off-balance, and unable to act. ED teachers need to understand these dynamics and make every effort to maintain communication links so that parents view school personnel as partners instead of enemies.

Communication with Community Agencies. Students in ED programs are often involved in multiple systems, such as the juvenile justice, mental health, and social services systems, in addition to education programs. This may result in a "Bermuda Triangle" unless all involved communicate. Aside from parents, teachers generally have the greatest amount of information about students and also have the greatest investment in seeing the student improve. Working together with parents and agency personnel is key to ensuring that success. The ED teacher should identify the options available in the community, keep a list of phone numbers handy, and make sure parents have signed information-release forms so that information can be shared among agencies.

Communication as an Advocate for Students. The job of advocating for ED students is often unpopular, but extremely important in ensuring that the students' rights are protected. This includes providing appropriate programming, referring to other agencies if appropriate, working with a wide variety of resources, and saying *no* to unreasonable requests while still being allowed into the teachers' lounge.

Working with Special Education Program Aides

ED teachers can find special education program aides a valuable asset when developing and implementing programs for students. Working effectively with aides takes effort, and the following should be considered:

Job Description. The aide's duties should be detailed in a written job description. In some districts, aides are part of a bargaining unit and the master contract may provide some definition.

Role and Expectations. Aides need to clearly understand their role in the ED program. The expectations should be explained to them and training provided if possible. Aides should be invited to participate in building level and district inservice programs as well.

Communication. The aide is an integral part of the program and, as such, has valuable information to offer. The teacher and the aide should communicate regularly regarding plans for students, behavior of students in various settings, reinforcement systems, rule enforcement, need for consistency, importance of maintaining confidentiality, tasks that need to be completed, and providing positive role models for students.

It is important for students to see the teacher and the aide as equals, at least in matters such as following directions, obeying rules, completing assignments. If the students do not see this, they may try to manipulate situations and play the teacher and the aide against each other, and no one benefits if this happens.

Finally, the teacher and the aide need to support each other. It is important to maintain a sense of humor and to develop rapport with each other. When that happens, everyone benefits.

Technical Requirements. Special education program aides must hold a license from the Department of Public Instruction in order to be employed as an aide in a special education program. Aides are approved when the maximum enrollment for that type and level of program unit has been exceeded. PI 11.33(3)(a-c) lists three exceptions for which aides may be approved:

- to assist with students who might otherwise be difficult to manage or educate. This requires that specific child behaviors be documented, and is not approvable based on an entire class being viewed as difficult to manage or educate.
- to assist in management control on a bus.
- to assist a student who is physically handicapped to accommodate to the regular classroom situation.

Special education program aides cannot be assigned teaching responsibilities, and aides cannot be used when additional teaching staff is justified. Aides cannot supervise (direct) or instruct (teach) students identified as EEN; the aide can monitor (remind or caution) students (DPI, 1989). In most instances, special education program aides cannot be approved to promote the delivery of services within regular education classrooms, and such requests are generally disapproved.

The DPI information updates 89.10, 90.7, and 92.14 (Appendix H, I, and J) contain additional detail regarding the approval and use of special education program aides.

Stress Management

Teaching students identified as ED involves unusual stress, a fact reflected in the acute shortage and high turnover of ED teachers in Wisconsin. Many factors contribute to stress and burnout, making it difficult to pinpoint a specific cause. But the first step toward alleviating stress comes in recognizing the warning signs of stress. Warning signs of stress include

- physical indications—fatigue, headaches, change in eating habits, and sleep disturbances;
- mental indications—sense of boredom, inability to concentrate, being very watchful, laughing or crying inappropriately or not at all, and a sense that problems cannot be discussed with others; and
- social indications—irritability toward others, isolation, increased use of alcohol or other drugs, including tobacco.

ED teachers need to make conscious efforts to take care of themselves, to get enough rest, to reduce stress, and to avoid burnout. Figure 9 lists suggestions Wisconsin ED teachers made for self-preservation in response to a 1992 survey conducted by the DPI.

Figure 9

Self-Preservation Tips

- Avoid working all summer.
- Leave work problems at work.
- Stay at school a little later or come in a little earlier to avoid having to take work home. That way you have the evening to yourself once you get home.
- Try not to take or make work-related phone calls in the evening. You can very nicely tell people that you will get back to them tomorrow, or at another scheduled time.
- Start each day fresh; try not to bring grudges with you from yesterday.
- Talk with colleagues; set up a support system.
- Pursue a hobby; read, quilt, sew, run, draw, or garden.
- Exercise regularly.
- Take the dog for a long-g-g-g-g walk.
- Plan a social life and activities to look forward to outside of school.
- Do not take the behaviors of ED students personally.
- Seek professional growth; attend workshops and conferences.
- Act as a mentor to other teachers and find someone who can act as a mentor for you.
- Get involved in volunteer work.
- Keep your sense of humor, and laugh at yourself.
- Team teach when possible. Share responsibilities.
- Coach; take opportunities to work with a different group of children.
- Spend time with family and friends.
- Avoid always talking about work.
- Travel; get a change of scenery.
- Hold realistic expectations.
- Set priorities; do not try to be superhuman.
- Take time for yourself everyday.
- At the end of the day, find at least one positive thing about which to feel good.
- Change buildings or levels, if possible.
- Keep a chocolate bar in your desk drawer.

Whatever ED teachers do, they need to take care of themselves first. No one benefits from a burned-out teacher.

References

Hewett, Frank M. "Educational Engineering with Emotionally Disturbed Children." *Exceptional Children* 33 (1967): pp. 459-467.

Wisconsin Department of Public Instruction, Bureau for Exceptional Children, *Information Update* 89.10, 1989, p. 5.

Behavior Management 3

Introduction
Traps
A Problem-Solving Approach to Behavior Management
Basic Tools
Advanced Tools
Aversive Consequences
Suggested Resources

Introduction

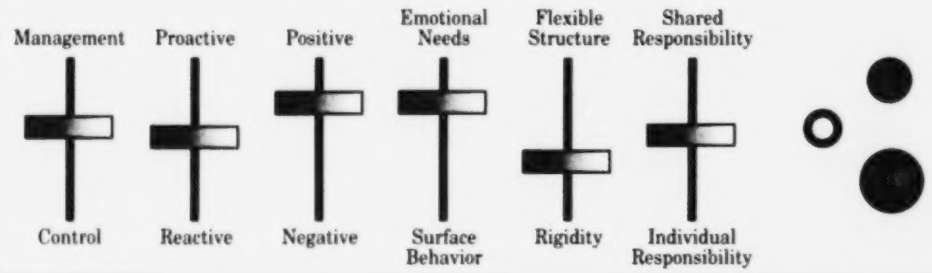
Schools have traditionally placed a high value on maintaining order as a means of ensuring productivity. The yardstick of a good teacher as one who maintains order has applied especially to ED teachers, because students with behavior problems often cause the most disruption in the building. Given this background, people tend to view behavior management as a discrete body of knowledge that can be mastered and applied with precision. In fact, educators boast different theories and approaches, many of which conflict with or even contradict each other.

The purpose of this section is neither to present a comprehensive review of the various philosophies and their applications, nor to offer cookbook solutions for problem behaviors, but to provide a framework for developing, modifying, and refining the behavior management component of an ED program. With experience and training, most ED teachers find that their own approaches evolve from a variety of methods. While the choice of approach is the teacher's to make, the teacher must address some basic issues in developing a personal system of behavior management. The following discussion of six important dynamics related to managing behavior may help the ED teacher in the development of a behavioral management philosophy.

Teachers need to determine the appropriate approach to these dynamics of behavior management on a student-by-student basis. Figure 10 illustrates this. In the same way one would adjust the knobs of a stereo for different types of music, teachers will adjust their approach according to the student.

Figure 10

Behavior Management



Management ⟷ Control. While teachers exert an extremely powerful influence in the lives of students, behavior management is not a matter of controlling another individual or about winning and losing. Behavior management helps to create an environment where students can learn and develop self-management skills. An effective behavior manager must be a master at encouraging a child's appropriate behavior rather than the master of the child.

Behavior management should include the teaching of positive behaviors so students can replace inappropriate behavior with more appropriate responses. A good program provides consequences for inappropriate behaviors *and* provides instruction in more appropriate alternatives. Behavior management techniques should also improve the confidence and self-esteem of the student, not that of the teacher. Ultimately, behavior management should aim to help students take responsibility for their own behavior.

Proactive ↔Reactive. Proactive behavior management strategies create an environment that encourages positive behavior rather than an environment that reacts to negative behavior. Proactive strategies include

- setting up the physical environment to minimize conflicts and allow for easy movement and interaction;
- creating a comfortable and supportive social-emotional climate;
- using appropriate learning materials and instructional methods to promote positive activities and student success;
- teaching desirable behaviors, including self-management and responsibility;
- setting clear and reasonable expectations for students; and
- encouraging appropriate behavior rather than reacting to inappropriate behavior.

Reactive techniques still are necessary tools for managing behavior, but educators should use them in appropriate proportions and in combination with proactive approaches.

Positive↔Negative. The idea of approaching situations positively, while so fundamental and so much discussed, often gets lost in attempts to manage student behavior. Positive student behavior usually occurs more frequently than one recognizes, while negative behavior often attracts more attention. Positive behavior management means accenting the positive and recognizing and reinforcing desirable behavior at a significantly higher rate than negative behavior.

Managing Surface Behavior↔Meeting Emotional Need. Over the years, ED programs have shifted emphasis from managing surface behavior alone to making an attempt to meet the emotional needs of students. Though in the past an ED program was often measured largely by its success in managing disruptive behavior, educators have gradually recognized that something more is needed to achieve widespread and longer-lasting improvement in the behavior of students identified as ED. While trying to change behaviors with little concern for the underlying emotions sometimes succeeds, a classroom system of structure and reinforcement alone works best when the student behaves rationally and with enough control to make good decisions. Even then, unwanted behavior often remains just below the surface and gains expression when a student becomes upset. Occasionally students enjoy success in more controlled situations, and that may generalize to other settings. More often, the carry-over does not occur, and students are unable to cope in less structured settings.

Teachers now find value in approaches that meet the emotional needs of their students. Such approaches often lead to improvement in behavior and less dependence on external controls. Such approaches, however, generally achieve a slower change in observable behavior and thus may appear less effective, even though they bring about greater change in the long run. This adds to the difficulty faced by ED teachers when they try to find approaches that reflect their priorities and abilities.

Flexible Structure↔Rigidity. Successful ED programs have structure, which means that control of the environment offers very little opportunity for students to engage in inappropriate behavior. This kind of environment limits student behavioral choices, making decisions as simple and clear as possible. Student movement is often closely monitored. Reinforcement systems are implemented swiftly when either positive or negative behavior occurs. Teachers make behavioral expectations clear and establish consistent classroom routines with an emphasis on maintaining routine. Teachers create this environment in the belief that such structure will help control undesirable student behavior and allow opportunities for student success by breaking the typical patterns of negative behavior.

Without question, structure has been and continues to be a valued and expected part of an ED program. Problems, however, arise with an overemphasis of structure. First, no matter how theoretically predictable one tries to make human behavior, in practice there is always an element of surprise. It is not that teachers cannot anticipate behavior, but they do have limited control of situations, especially those involving the thoughts and feelings of many students. A teacher who believes that external controls work effectively at all times will soon face disappointment. Secondly, structure is generally a poor teacher of appropriate behavior. Fostering dependence on the environment to manage behavior undermines the more important task of developing behavioral control within the student.

Rigid structure may stifle real growth and impede the establishment of a positive and nurturing environment conducive to learning. The challenge for teachers seeking the best approach comes in negotiating the line between flexibility and rigidity.

Individual ↔ Shared Responsibility. ED teachers need to have a high degree of knowledge and experience in the art and science of managing behavior. They are expected to share that expertise with others to find and implement the most effective methods of achieving desirable behavior. While this is an important expectation of teachers, a dilemma often arises for them. It is axiomatic that the more an ED teacher takes responsibility for managing a student's behavior, the less others cooperate and feel committed. Teachers need to find ways to provide the leadership expected by others while still encouraging a sense of shared responsibility. One teacher cannot control all environments or meet all student needs alone. Therefore, parents and other educators who have significant contact with a student must share in the development and implementation ofbehavior management plans.

Traps

Effective behavior management takes not only the knowledge and skills that come from good preparation and training, but also the experience to refine those abilities. Most teachers make mistakes but learn from them and use them to become even more effective. Some mistakes occur so commonly that few escape them entirely. Awareness of a few of these typical traps may help to avoid them.

Power Struggles. Power struggles with students seldom achieve lasting behavioral improvement. Correcting a student's behavior can easily become a battle, and the focus then becomes "winning" rather than improving the child's behavior. When a student behaves improperly, teachers often feel that they have "lost." To successfully manage behavior, teachers must avoid any approach where someone "loses."

Drawing Battlelines. Even though it is best to avoid power struggles with students, at times teachers need to confront students regarding their behavior. When that happens, one should consider the following points:

- Pick issues to confront carefully and be prepared to spend the time and effort necessary to follow through.
- Reprimand students privately. Disciplining a student in front of other students may force the student to react negatively to avoid losing face.
- Avoid using ridicule or shame. The student usually ends up feeling badly about himself or herself or bitter toward the teacher. Either outcome is undesirable.
- Allow students the opportunity to express feelings and opinions. While the teacher may remain calm and controlled, the student is often unable to do that. Allow some leeway for the student to regain enough control to deal with the situation.

BEST COPY AVAILABLE

Personalizing Student Behavior. One of the most common reasons that ED teachers leave the field is the high level of stress involved in constantly facing heavy, emotional issues. Students identified as ED often target the teacher with language and behavior that can make even the strongest teacher cringe. ED teachers are sometimes targets of extreme verbal and even physical aggression. The teacher needs to put this behavior into perspective and avoid taking it personally. It is important to deal with crisis situations calmly and to return the next day without any personal feelings of animosity toward the student.

Being Sucked into a Dialogue. Students identified as ED often have an extraordinary ability to control others around them. An example of such a behavior is the ability to confound a teacher's attempt to correct or discipline them by drawing the teacher into an argument or discussion. The student has learned that negative consequences can sometimes be avoided through delays and diversionary tactics. If the student asks *why*, the teacher sometimes attempts to explain, and this can result in a dialogue during which the original point is forgotten. The ED teacher should try to give consequences with as few words as possible, avoid the tendency to explain what the student probably knows, and try not to get entangled in an unproductive discussion.

Reacting to Inappropriate Behavior. Educators often design behavior management programs around the ideal of "catching students being good." Despite this, teachers have a tendency to react to inappropriate behavior, often unintentionally reinforcing it by providing the attention the student seeks. ED teachers need to recognize which inappropriate behaviors they can safely ignore and then avoid inadvertently reinforcing those behaviors. If teachers look for and respond to positive behavior, students may more easily learn that they will receive the attention they seek by behaving appropriately.

Making Threats. Making repeated threats is an easy trap in which to fall. Unless the teacher follows through consistently, students learn that they can ignore the threats. A warning may help a student realize that the behavior is inappropriate and may then offer a chance for the student to correct the behavior. If not, consequences should be forthcoming. One tends to deliver warnings matter-of-factly while threats are often unplanned and delivered as a challenge. The response from students may then be challenging as well.

Sending Students to the Principal. If the discipline program consists solely of sending the student to the principal, the program is probably inappropriate. At times, a good behavioral plan might include involvement by the principal, but the plan should include, and even emphasize, other strategies. Students are placed in ED programs because of their social, emotional, or behavioral problems, and one of the program goals is to manage or modify the inappropriate behaviors. In most cases, if the student could respond to regular school discipline, that student would not be placed in an ED program. The student's IEP should include a discipline plan for the student, and the ED teacher should be the first step in determining and applying consequences.

On the other hand, even the best ED teachers occasionally need help in managing behavior. Situations arise when the health and safety of others are at risk and not seeking assistance from others would be negligent. Situations also arise where the teacher needs assistance because several students are involved in a crisis situation. With some students, a visit to the principal's office is an effective deterrent, but such trips should be used sparingly. When a student spends more time sitting in the office than in class, the program for that student is not effective and should be reviewed and revised as needed. ED teachers should deal with most situations of inappropriate behavior, but a good behavior manager also recognizes when to involve others.

A Problem-Solving Approach to Behavior Management

For ED teachers given the responsibility and challenge of managing behavior, the development of techniques for addressing behavior problems is an evolutionary process. At first, a teacher will borrow approaches to that task from others. Over time, the teacher will develop a more complex and personalized system of strategies and techniques—tools of the trade—that the ED teacher can utilize when attempting to solve problems.

One tool to have available is a relatively simple and easy-to-implement procedure that provides a systematic approach to dealing with behavior problem situations. Creating a list of questions to ask oneself as a reminder of what to consider when difficult problems occur may help. This list might include the following:

- What is the inappropriate behavior, in precise terms?
- When, where, and how much does it occur?
- What causes it to occur? What keeps it occurring?
- Is a negative consequence needed to reduce the behavior?
- What is a desirable behavior to replace the inappropriate one?
- Is the student capable of doing what is expected? If not, at what level can the student approach what is expected?
- Under what conditions is the desired behavior to occur?
- At what level can or does the desired behavior occur now?
- How can one get the desired behavior to occur? What motivates the student?
- How can the behavior be made more rewarding to the student?

Teachers should keep the list of questions short enough so that it can be used quickly and have it available in order to systematically determine possible solutions. Being prepared with this list will often allow an objective analysis of a situation when there is pressure to find a quick solution.

Basic Tools

In the beginning stage, the teacher should use fewer strategies and feel confident implementing them before moving to more advanced ones. Following are some basic tools appropriate for beginning teachers, and for experienced teachers who want to redesign their program.

Rules. The ED teacher should have clear behavioral expectations of students, and often a list of classroom rules will provide the basis for those expectations. Teachers should keep the list short, simple, achievable, and stated in positive terms. Figure 11 provides sample rules suggested by Wisconsin ED teachers in response to a 1992 survey conducted by the DPI. They may be combined as desired.

In the same survey, Wisconsin ED teachers suggested that teachers might have students generate the rules to increase students' ownership of them. The suggestion was also made that teachers might encourage a more positive approach by having "goals," such as "Be on time," instead of rules.

Figure 11

Suggestions for Classroom Rules

- Raise your hand to leave your seat.
- Keep your hands and objects to yourself.
- Treat people and objects with respect.
- Be polite.
- Be on time.
- Use class time well.
- Follow teacher directions.
- Ask permission.
- Use only appropriate language.
- Be productive.
- Be prepared for class.
- Take a break before you lose control.
- Use only "put-ups," not put-downs.
- Accept "no" for an answer.
- Accept criticism.
- Resist peer pressure.
- Solve problems peacefully.
- Listen.
- Mind your own business.
- Whoever drops, spills, dumps, and so forth, cleans up.
- Everything you do must help you or someone else.

Effective management of behavior is first a matter of defining appropriate behavior. Sometimes behavior expected by adult authorities is difficult or even impossible for students identified as ED. Rules set by adults may seem arbitrary and unreasonable to these students, and some students may, at times, be literally unable to follow the rules. Rules are usually made with groups, rather than individuals, in mind. The ability to apply some rules individually may go a long way toward easing conflict for students identified as ED. Flexibility, when possible, is advised.

Plans. Perhaps the most important program component is a written behavioral management plan for all students in the ED program. This plan should be included in a student's IEP and requires knowledge about the student, including what motivates and reinforces the student.

The ED teacher should generally select behaviors that have the highest priority for change. Addressing all the student's behavioral needs usually becomes too complicated, and so the needs should be prioritized. The teacher should determine those priorities by considering both student needs and the needs of others, such as school authorities and parents. Behaviors that threaten to harm the student or others, or to damage property, take precedence. The teachers should specify the behaviors in positive terms and set expectations at reasonable levels.

Teachers should begin each day with a schedule and a plan to keep students busy. Keeping students involved in school activities offers less opportunity for them to engage in inappropriate behaviors. The teacher should keep a variety of productive activities ready, including alternatives that offer relief from academic tasks.

Token Systems or Level Systems. A structured reinforcement system is often an essential component of an ED program at any level. An almost infinite variety of such systems exists, and they range from the simple to the elaborate. Systems should be adapted to meet the needs of students, the class structure, and the teacher's philosophy of behavior management.

At the elementary level, many reinforcement programs use a token system, which combines social reinforcement (praise, for example) with tangible reinforcers. The reference to "token" comes from the usual practice of substituting a token, or other object, as a symbol for reinforcers that students can obtain later. Chips, play money, points, check marks, and decals are among the more commonly used tokens. Children can trade the token for free time, small toys, pencils, food treats, classroom privileges, and other items they find reinforcing. Attention from the teacher is often the most powerful reinforcer available and sends the message that behaving appropriately is the best way to get teacher attention.

While some older students may be comfortable with a token system, others may view the use of a token system as too childish. Programs for these students may be based on "levels" that correspond to student privileges and responsibilities. The students earn their way to higher levels and more choices by displaying appropriate behaviors. Both token and level systems tend to work best in a closed environment, such as a self-contained program, but can work across more integrated settings if carefully planned and implemented. Figure 12 includes some suggested reinforcers given by Wisconsin ED teachers in response to a 1992 survey conducted by the DPI.

Procedures for reinforcement can be very individualized. Each student's goals can differ from those of other students. These goals relate to any and all kinds of behavior, from completion of assignments to following classroom rules. Some students need frequent reinforcement while others can go without it for longer periods. One should start with a simple program and expand and refine as needed.

Extinction. At times it is better not to see everything that happens in class. Responding to all behavior is impossible, and often students persist with attention-seeking behaviors to the point that the behavior finally receives reinforcement with a response from the teacher. The understanding and good use of extinction is a valuable tool to counter this. In behavioral terms, extinction is a method of attempting to decrease or eliminate a behavior by withholding the previously available consequences. For classroom purposes, extinction is not used in the strictest behavioral sense, but is somewhat synonomous with "ignoring." For instance: A student makes inappropriate noises in class to seek attention, and the behavior is reinforced by the giggling of other students. The teacher would use extinction by ignoring the noises and then reinforcing the other students for ignoring the inappropriate behavior. By becoming adept at identifying the reward for inappropriate behavior and eliminating that reinforcer, teachers gain a valuable management tool with little planning and effort. It is also important to communicate with the teacher's aide about these strategies to keep a consistent approach.

Evaluation. Even at the beginning stages, teachers need an evaluation system for measuring student progress, and this should be included in the behavior management plan. To keep evaluation simple, teachers can use data collection methods that are already a part of everyday activities, such as point sheets or behavior charts.

Advanced Tools

With more experience and confidence in managing behavior, ED teachers are less often surprised by student behavior. Teachers have more time to analyze what is happening and to plan management goals and activities. By building a larger repertoire of tools, teachers can develop more highly individualized management plans that use a more eclectic approach. These plans might include the following:

Addressing the Affective Needs of Students. Instead of focusing only on managing behavior, the program should begin to address the emotional needs of the students, including their feelings about themselves and their relationships with others. Developing

Figure 12

Suggested Reinforcers

- Free time
- Treats—popcorn, candy (keep a jar on the desk), small cookies, homemade cookies, and so forth
- Pencils, erasers, notebooks, special folders, markers, other school supplies
- Small toys—cars, deck of cards, trinkets
- Award certificates, HappyGrams, notes home
- Computer time
- Playing a game with the teacher or aide
- Treasure chests and grab bags with a variety of small toys or treats
- Extra TV time or other privileges at home (arrange ahead with parents)
- Points toward an item. (If there is a toy or game that the student wants from parents, arrange with parents so that the student can work toward that item at home and at school.)
- "Student of the Week" award
- Standing ovation
- Choosing the game, story, or video for the class
- Designation as "Helper for the Day"
- Lining-up first
- Chewing gum
- Skipping a test
- Dropping a bad grade
- Using new markers or colored paper
- Putting work on display
- Certificates from places such as fast food restaurants or ice cream stores
- Video game tokens
- Bonus points
- Extra credit
- Free pass to a dance or an athletic event
- Library pass
- No homework or assignment
- No weekend homework
- "Buying out" of an assignment
- Small post-it note with a message on it
- Recognition from the principal
- Lunch with the teacher, aide, or principal
- Chance for students to "pool" their points for such things as a treat, video, pizza, or special day
- Having class outside
- Working at the teacher's desk
- Use of headphones to listen to a radio or tapes while working
- Sitting in a beanbag chair, at a table, or somewhere other than the student's desk to do work
- Rewards distributed by setting a kitchen timer out of the students' view, and when it goes off, giving the rewards to all students displaying a certain behavior, such as being on task or in one's seat.
- Ask the students what they will work for.

an affective education component helps teach students appropriate social behaviors and can be a means of addressing the affective needs underlying student behavior. This component is discussed in more detail in section 4.

Attendance. Students identified as ED often express defiance of rules and adult authorities through tardiness and may use absence as a means of avoiding some aspects of the classroom or program. School policies concerning attendance are often applied equally to all students, and the consequences may not be effective in changing the attendance patterns of students identified as ED. Lack of sleep because of late night activities or alcohol or other drug abuse may also lead to attendance problems. Chronic absence from school causes harm to students of all ages, but may cause additional problems for high school students as it becomes difficult for them to complete credits for graduation.

Obviously, the ED program cannot have a positive effect on students if they miss school. Following-up on attendance problems requires a significant commitment. The teacher should try to understand the reasons behind a student's chronic absence or tardiness. Though many factors will lie beyond the teacher's control, a few inquiries may suggest possible solutions. Teachers should stress the importance of school and provide individualized programming that motivates students to attend. ED teachers should have a procedure to follow-up quickly when students miss school and arrange to contact the parents immediately. In some cases, it is helpful to make home visits. Truancy can be used productively if the community becomes involved and the student gets needed services.

More important than keeping track of students is the need to offer a meaningful program. No matter what the age or grade level of the student, ED teachers should concentrate on making school a positive and inviting place. Teachers can take advantage of most students' desire to be with their peers and present at school where things are happening. Teachers can plan enjoyable and interesting activities for the beginning of the day and the beginning of each period so that students want to arrive on time. Teachers should reinforce promptness and attendance. They should use the IEP to design a program meaningful to the student with relevant material, instruction at an appropriate level, and alternative graduation competencies. For additional ideas, leaders can refer to situation 11 in Appendix A.

Contingency Contracts. Contingency contracts between teacher and student, such as in Figure 13, spell out the desired behavior(s) and the positive or negative consequences of that behavior. Formal contingency contracts may be fairly simple, but take planning and preparation. Contracts can be quite effective, particularly if students have helped design them. Written contracts serve as concrete reminders to students of expected behavior. Teachers should keep in mind that if contracts cover long periods of time, they may lose their effect. As a student's behavior changes, the contract may become obsolete, and making revisions can become time-consuming. Too many contracts may confuse the student and teacher. When setting up a contract, teachers should consider including the following components:

- a clear statement of the specific behavior(s) the student should demonstrate
- rewards and consequences if the behavior is or is not demonstrated
- the standards (how often? how long? in which settings? under which conditions?) for the behavior
- a statement of who will monitor and evaluate the contract
- the term of the contract
- voluntary signatures of those involved—the student, ED teacher, and possibly others, such as parents, administrators, other teachers, or aides.

Reinforcers. Good reinforcers are those that the student actually finds reinforcing rather than those that others *think* are reinforcing. Natural reinforcers are easiest to implement and easiest for students to generalize to other settings. A natural reinforcer might be calling on the student when he or she raises his or her hand. If natural consequences do not easily occur in the classroom, or if the natural results would cause harm (for example, running in the hall results in falling down and injuring oneself), then a logical consequence may be the next best choice.

Logical consequences should relate as closely as possible to the natural consequence. An example of a logical consequence or reinforcer is the student loses privileges (such as recess or free time) for behaving inappropriately. Figure 12 offers additional ideas provided by Wisconsin ED teachers in response to the DPI's 1992 survey.

Self-Management and Responsiblity. The ultimate goal of behavior management should be to teach students to take charge of and responsibility for their own behavior. Self-management is not a matter of merely modifying existing behavior through the application of consequences. Rather, self-management is a set of skills for students to learn and use proactively. Taking responsibility for one's own behavior includes accepting the consequences, accurately predicting outcomes, and making appropriate choices. Methods of increasing students' ability to self-manage include:

- Self-instruction: Students direct their own behavior by learning to say instructions or prompts aloud, then learning to match what they say with what they do by talking themselves through tasks. Gradually, the self-instruction is faded to a silent level. Finally, students learn to identify and respond to naturally occurring cues.
- Self-monitoring: Students gather data on their own behavior and learn to recognize and report the occurrence of a behavior. Initially, the teacher may need to check randomly to make certain that information is accurate. Later, this can be phased out so that the teacher no longer monitors at all.
- Self-reinforcement: Students reinforce themselves for appropriate behaviors by, for example, deciding to read a library book or taking a break. Some students find it necessary to maintain behavior without frequent and immediate reinforcement, and this should be part of the plan.
- Self-determined solutions: When faced with new situations, some students are uncertain as to how to respond. Teaching decision-making and problem-solving skills helps students make independent choices. Section 4 discusses decision making and problem solving in detail.

Peer Management. In addition to self-management, peer management may be appropriate with some students. Peers are taught to monitor and manage each other's behavior. An added benefit to peer management is that it encourages appropriate interpersonal skills, helps students to express and accept opinions, and helps them make decisions based on how certain behaviors affect the group.

Peers may play a variety of roles from simply collecting data to giving feedback and suggesting other solutions. The teacher must take care to group students appropriately for peer management. The teacher should take care, too, that one individual or group does not become a target for peers. It may be helpful to rotate responsibilities, and the teacher should remain involved to assist in selecting appropriate responses and in providing feedback. Peer mediation, cooperative learning groups, and peer support groups are all techniques for encouraging peer management.

Figure 13

Sample Contract

Date ______________________

Contract

This is an agreement between ______________________
Student's Name

and ______________________. The contract begins
Teacher's Name

on ____________ and ends on ____________.
Date Date

Student agrees to ______________________

____

____

____

Teacher agrees to ______________________

____

____

____

Student's Signature ______________________

Teacher's Signature ______________________

Generalization. A student may exhibit desirable behavior in one setting (such as the ED classroom) but not in other settings (such as a regular education classroom) because the student needs the higher level of structure and support of the ED program. A program to teach a student how to transfer skills learned in one setting to other settings might include the follow components:

- Communication—Find out other school staff members' expectations of students. Share those expectations with the students. Provide consistency in expectations, feedback, scheduling, materials, and consequences.
- Prerequisite Skills—Make certain that the student has the necessary academic, study, social, and behavioral skills for the other settings.
- Practice—Role-play with the student, set up "practice" situations, and provide comparability with the other settings. For example, use desks if the student will be sitting in a desk, follow a similiar time schedule, and use the same materials.

Evaluation. In order to gauge success, the teacher should evaluate the effectiveness of the behavioral plans for each student. Evaluation can be viewed as an extension of the problem-solving approach discussed earlier in this section. Evaluation continues the process of observation, or other methods of gathering information, and tries to relate changes in behavior to the attempted interventions.

Determining how well management strategies are working may sound relatively simple, but behavior can be very complex, and the best-laid plans may fail from lack of an effective way to evaluate them. Behavioral change may be so subtle that it is hard to recognize. An unwanted behavior may worsen before it improves, emotions may affect the evaluator's judgements, or the data collection procedures may take time and prove impractical in a busy classroom.

As with other aspects of behavior management, the selection of evaluation procedures is an individual matter. ED teachers should choose ways that best fit their needs and abilities and those of the students. No matter how complex the evaluation plan, teachers should remember several points.

- Evaluation should start with setting clear and measurable goals. Without them, it will be almost impossible to know if management efforts are effective.
- Teachers should limit the number of goals to target and choose those of the highest priority.
- Each goal should have a projected timeline for completion. Teachers can use the timeline as a guide to help avoid giving up too early or continuing on too long. Past experience with the particular student, or with other students, and the expertise of others will help to set the timelines. With potentially dangerous behaviors, teachers should build in evaluation checkpoints at short intervals.

In evaluating progress, it is appropriate to consider whether or not the effort of the evaluation is warranted. Sometimes, recognizing that changing a particular behavior will be a lengthy task will save much frustration and disappointment. Some extreme behaviors may require more resources than the school system can offer. The manifestations of serious psychiatric problems or behaviors that require sophisticated interventions are often beyond the scope of public school ED programs. Knowing when to involve community resources is important.

- When appropriate, ED teachers should try to involve other staff members in assessing the effectiveness of an intervention. Teachers need to recognize the importance of objectivity and the fact that sometimes the ED teacher is too close to the situation to effectively analyze it.
- When possible, teachers should try to involve the students in evaluating their own progress. Recognizing their own behavior is the first step toward self-management.

Aversive Consequences

Controversy surrounds the use of aversive consequences in school-based programs. As students exhibit more physical and verbal aggression, ED teachers and other school staff members search for effective responses to those behaviors and often become frustrated when solutions are not forthcoming. PI 11, Wis. Adm. Code, implementing ch. 115, Wis. Stats., does not address any specific intervention approaches, whether administrative, curricular, or behavioral in nature. Interventions like punishment, time-out, physical restraint, suspension, and expulsion carry with them a high degree of risk for being misunderstood, misused, and overused. In some very special situations, on an individual basis as determined by the student's IEP, aversive consequences such as those listed above may be a necessary part of the behavior management plan. This segment will discuss the use of such techniques and offer suggestions in the event that such a procedure becomes appropriate.

Caution. Teachers and other school personnel need to remain dispassionate when applying any of these techniques. Usually the behaviors that precipitate the need for such consequences occur in highly charged, emotional situations. Remaining calm is not always easy, but teachers need to be aware of their emotional involvement and avoid secondary gain by students. If the student's behavior elicits a negative reaction from the teacher, or if the teacher becomes upset, that reaction often reinforces the student's negative behavior, and the consequence for the original behavior is diminished in importance because of the secondary gain. ED teachers who are experienced and adept at handling crisis situations know how to remain in control and "decompress" later. It is important to take the time to do that, and sometimes to process what happened with another professional, such as a teacher, counselor, or administrator. The immediate goal, however, remains to defuse the situation, protect the student and others from injury, and regain a controlled setting.

Punishment and Discipline

A good case can be made for emphasizing positive approaches to achieving desirable behavior change and for avoiding the use of punishment. Like other issues in behavior management, contradictions also exist here. Used appropriately in certain situations, punishment can work effectively to manage behavior and can complement a list of available options.

ED teachers need to remember that punishment used alone does not effectively teach appropriate behavior. When punishment follows an undesirable behavior, a child may learn to avoid that particular act. Punishment does not, however, teach a desirable replacement behavior. Once the threat of punishment is gone, the inappropriate behavior may recur. Sometimes, however, when an inappropriate behavior occurs so frequently or so intensely that no opportunity for a positive alternative arises, the use of an effective punishment may be necessary.

Consequences of behavior usually play a considerable role in determining whether that behavior continues. Consequences maintain long-term control most effectively when they occur naturally. When a natural consequence is not convenient, then the consequence should relate logically to the behavior. For example, the abuse of a privilege can logically result in the loss of that privilege.

The logical connection between a behavior and the consequence does much to clarify behavioral choices for students. The natural consequence of a child touching a hot stove is that the child gets burned. But one cannot allow that to happen if one can prevent it.

Instead, students need to learn to recognize danger and make safe choices. Some children, because of their young age or handicapping condition, cannot readily recognize these dangers. Applying a punishment as a consequence, if that punishment relates logically to the behavior, helps teach the child to avoid another dangerous behavior. For example, a scolding used when a student wanders out of the playground toward a busy street may be appropriate in avoiding serious injury to the student.

Punishment does not equate with the use of physical force. State law defines corporal punishment as the intentional use of physical pain as a means of discipline. Schools may not subject students to corporal punishment according to sec. 118.31, Wis. Stats. (Appendix M has the text of sec. 118.31, Wis. Stats.). The law does allow school personnel to use "reasonable and necessary force" to maintain order or prevent physical injury to any person. Teachers should consult local district policy and legal counsel for further interpretation.

Effective discipline should follow the three Rs of discipline; the discipline should be ready, relevant, and reasonable.

Ready. A frequent misuse of punishment occurs because an adult responds emotionally to a child's inapproriate behavior. Punishments enacted in such situations are often not well thought out and thus of little value. Snap decisions to punish a child often result in consequences difficult to implement, especially over a long period of time. Indeed, an emotional response from an adult may actually reinforce and perpetuate the child's unwanted behavior. Implementing disciplinary procedures in a calm and emotionally neutral manner may depend on being *ready* with a consequence before the behavior actually occurs. Advantages to having consequences ready include the fact that the students know what to expect. When prepared ahead of time, teachers can respond consistently in a moment of crisis.

Relevant. For discipline to work effectively, the child must make a connection between the inapproriate behavior and the consequence. If the child is not aware of this connection, the effectiveness of the discipline is reduced. Teachers often choose discipline arbitrarily without considering whether the student finds it meaningful. For example, students kept "in" for recess as punishment may find having the undivided attention of the teacher or not having to interact with peers more rewarding than going out for recess.

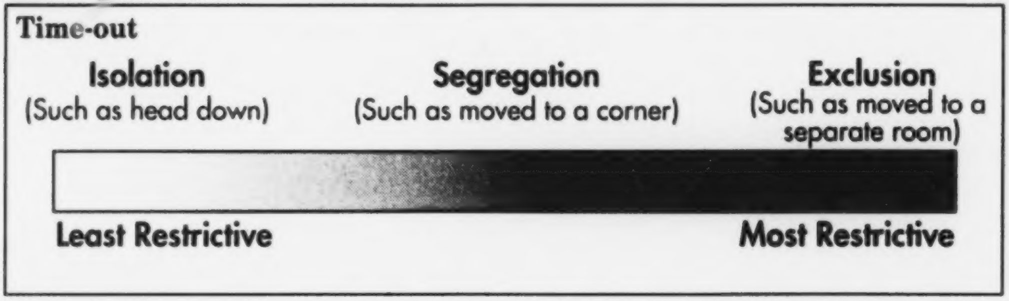
Reasonable. Failure of teachers to reasonably select and apply discipline often thwarts its effectiveness. Sometimes in managing behavior, discipline is overused. Discipline should be progressive, meaning the consequences should become more serious with continued repetition of undesireable behaviors. Unreasonable consequences may easily evoke a negative response from students because they view the consequences as unfair or out of proportion to the behavior. The connection between a behavior and discipline and the resulting learning may be lost in a student's emotional reaction to being "wronged" by the teacher. Preventing inappropriate behavior is far more effective than chasing the behavior after it occurs. Trying to manage behavior after it occurs is a legitimate approach but one that invites dependence on discipline and so limits the range of available strategies.

Time-out

Many school districts use some variation of a time-out procedure as an intervention strategy with students identified as emotionally disturbed. The broader meaning of time-out is "time to cool off and regain control" while the strict, behavioral interpretation is "time-out from positive reinforcement." The same cautions apply regardless of the definition.

Use of a separate time-out room is not necessarily part of the procedure—or appropriate—for most students. A continuum of less restrictive to more restrictive time-out procedures exists, as illustrated in Figure 14, and, as with any behavioral intervention, the ED teacher should take care to use the least restrictive alternative appropriate in an individual case.

Figure 14



The DPI does not have established construction specifications for time-out facilities; however, school building construction codes do apply. The DPI has no other legal parameters for the use of time-out.

When the IEP indicates that time-out is appropriate for an individual student, the following guidelines should be followed:

- The student's IEP must specify the procedure to be used, including the behavior(s) that will warrant a time-out. Addressing time-out in the IEP will provide an opportunity to discuss the process and procedures with the parents and, if appropriate, the student.
- The district program plan for special education should describe the procedure. Use of a time-out procedure must serve a legitimate educational function and relate to the goals and objectives laid out for the student.
- The teacher will first attempt to control the inappropriate behavior by employing less restrictive techniques. If a time-out is used, the teacher will document that less restrictive techniques have not been effective in modifying the behavior.
- The time-out area must meet building codes such as size, lighting, and ventilation. In addition, the area must be free of objects and fixtures with which students might harm themselves or others.
- The area must provide for constant visual monitoring of students. Students in a segregated time-out area should have supervision from trained staff members at all times.
- The use of locks on time-out rooms is strongly discouraged.
- A time-out log must be kept (see Figure 15), and each incident entered as soon as possible after the time-out has been completed.
- The time-out should be as brief as possible. Generally, 15 minutes, or one minute per year of age of the child (whichever is less), is a useful standard. Staff members should determine criteria for returning students to the classroom or activity. For time-outs lasting more than 15 minutes, students must have adequate access to bathroom facilities and drinking water. After the specified time period, the situation should be reassessed to determine if the student can return to the classroom activity; or, if not, whether the student is beginning to regain behavioral control but is not quite ready to return to class; or if the student is still out of control and another action may be necessary.
- The use of a time-out procedure should be well-planned and in written form. The school should provide inservice and information to all interested parties in the building in which

Figure 15

Sample Time-out Log

Teacher's Name

Student's Name	Date	Misbehavior	Type of Time-out	Begin Time-out	End Time-out	Total Time	Behavior in Time-out

the technique is to be utilized. The written procedure should include such information as the duration of a time-out, staff members who may implement a time-out procedure, restrictions on the use of a time-out, responsibility for monitoring and logging the time-out, and other procedures to be implemented if the time-out is not effective.

- The objective of using a time-out procedure should be to eliminate the procedure as quickly as possible.

Physical Restraint

Physical restraint also carries with it a high potential for misuse in public school settings. As with the time-out procedure, teachers should only consider physical restraint when less restrictive techniques have been documented as unsuccessful or when the situation poses an immediate and serious threat to the health and safety of the student or others. Many of the guidelines for time-outs also apply in the use of physical restraint.

- Specification of the procedure to be used, including the behavior(s) that will result in restraint, should be included in the student's IEP.
- The district's program plan for special education should describe the procedure.
- Less restrictive techniques should be attempted first.
- A log should be kept.
- Students should be restrained only as long as it takes them to regain enough behavioral control to be released safely.
- The use of a restraint procedure should be well-planned and in written form.
- The objective of using restraint should be to eliminate the procedure as quickly as possible.

Those who implement the procedure should be trained in the appropriate techniques. Many larger school districts and cooperative educational service agencies (CESAs) have instructors who can provide appropriate training. Implementing a restraint procedure should always involve at least two adults for the protection of both themselves and the student. Those who implement restraint procedures must feel comfortable with such techniques. If restraint becomes repeatedly necessary within a public school setting, the student's IEP should be reviewed to determine if the current program is appropriate or whether modifications are needed. The use of restraint devices to prevent self-abusive behaviors should be approved by the parents and, when appropriate, involve consultation with a physician.

Suggested Resources

These resources for behavior management were recommended by Wisconsin ED teachers in DPI's 1992 survey. Teachers throughout the state use other excellent resources, but these are good to consider as a starting point.

Hawthorne Educational Services. 800 Gray Oak Drive, Columbia, MO 65201, publishes *The Teacher's Guide to Behavioral Intervention* and *The Pre-Referral Intervention Manual* (PRIM). Hawthorne offers a wide variety of other publications as well.

Aspen Publishers, Inc. 7201 McKinney Circle, P.O. Box 990, Frederick, MD 21701-9782, publishes *Problem Behavior Management: Educator's Resource Service* and other resources.

National Crisis Prevention Institute, Inc. 3315-K North 124th Street, Brookfield, WI 53005, is a source for training and information on safely defusing disruptive or assaultive behavior.

Professional Growth Facilitators, P.O. Box 5981, San Clemente, CA 92674-5981, is the source of *Professional Assault Response Training*.

Affective Education

4

Introduction
A Conceptual Framework for Affective Education
Designing an Affective Education Component
A Positive, Nurturing Environment
Content of Affective Education Programs
Strategies for Teaching Affective Education
Suggested Resources

Introduction

Recently, ED teachers have sought ways to address the underlying emotions of their students and focus more on social skills, self-esteem, and interpersonal relationships. A body of knowledge and beliefs called affective education has been developed and integrated as a necessary component, along with behavior management and academic instruction, of successful programming for students identified as emotionally disturbed.

The earliest school programs for students identified as emotionally disturbed placed the greatest emphasis on the management of inappropriate behaviors and preventing students identified as ED from disrupting the learning of others. As a result, schools segregated disruptive students in separate classrooms where they could control the students' overt, acting-out behavior. The goal was to change behavior by maintaining control over the environment. Behavior often improved very slowly, and generalization of behavioral skills to other settings rarely occurred. The problems underlying the behaviors went unaddressed, and the need for teaching appropriate behaviors to replace inappropriate behaviors was often ignored. It became clear that to make ED programs more successful, the external controls afforded by behavior management needed to be coupled with a component concentrating on internal awareness and personal responsibility.

Some still consider affective education an inappropriate task for schools. Such opposition may seem an unnecessary obstacle, but it comes from legitimate concerns. Those who have long placed the greatest emphasis on behavior management may see affective education as an undesirable shift in program direction. Some, because they see the primary purpose of school as academic learning, may treat affective education with suspicion. Parents may feel that affective education brings their own values in question or pries into family business.

Overcoming these doubts requires a sound rationale for affective education. Students are placed in ED programs because of their emotional, social, and behavioral problems. Affective education provides a foundation for lasting behavioral change and for improved academic achievement. Rather than delving into their family's private lives, affective education helps students explore important issues in their lives and helps students develop the skills to deal with real-life situations.

A Conceptual Framework for Affective Education

Many possible topics can be appropriate components of an affective education program. The potential scope of a comprehensive affective education program may seem overwhelming, and ED teachers often worry that they lack the necessary skills to address affective education in their classes. Dealing with affective issues can be emotionally tiring and even uncomfortable at times. Teachers should remember that affective education is not meant to replace counseling or therapy programs, and that the teacher's confidence and comfort levels will influence the content. Teachers should draw on available resources, maintain realistic expectations about how many topics can reasonably be included, and be aware of their personal limitations and skills. ED teachers are not solely responsible for the affective needs of their students. It is unreasonable to expect that any program can successfully address all of the social and emotional needs of all of the students.

An affective education program, though a key component of programming for ED students, does not develop overnight. Teachers with more experience generally find that programs evolve over time with bits and pieces from a variety of sources. Teachers just starting may find commercial programs and materials helpful.

A conceptual framework will help ED teachers establish priorities. An affective education component involves three basic steps. Affective education programs should

- create a positive, nurturing environment in which students can feel comfortable, safe, and secure;
- allow participation in a variety of activities designed to help the student explore, identify, and practice appropriate social, emotional, and behavioral skills; and
- help students to learn about themselves, their behavior, and their feelings.

These three steps are sequentially interactive; they each build on the previous one but may all occur simultaneously. Each component is necessary by itself but each alone is not sufficient to produce the desired results.

An affective education program should reflect the specific needs of the students, and include the following general goals:

- to teach students the personal and social skills they need to succeed in school, at home, and in the community
- to increase their self-esteem/self-concept
- to provide decision-making and problem-solving strategies
- to facilitate clarification of their personal and family values
- to develop their ability to understand the views of others and of society in general, and to see beyond their own immediate needs.

Designing an Affective Education Component

Selecting Materials. An early and important decision in designing an affective education component is the selection of curriculum materials. The ED teacher may find packaged programs helpful because they provide a structured, systematic approach with ready-made outcome objectives, learning activities, and teaching strategies. Some materials are quite expensive, but many are not and serve as an excellent basis on which to develop a program. In addition to the resources listed at the end of this section, it may help to talk with other teachers, visit the exhibits at larger conferences and conventions, or arrange to preview materials through a materials center or the publisher.

Scheduling Difficulties. Teachers can find fitting affective education into a school day difficult because traditionally, academic instruction, regular class programming, and related arts specialists have often taken precedence. The ED teacher should keep in mind, however, the social, emotional, and behavioral reasons that the student has been placed in the ED program. The student's IEP should accurately reflect those reasons, and educators should design programming accordingly. Assertiveness is required in scheduling to reflect that ED students are educationally handicapped in the social-emotional area and that they need to be taught new skills.

Teachers should remember that affective education does not depend entirely on scheduled activities. Crisis intervention, part of an ED teacher's everyday life, creates the teachable moment to integrate affective education components into the school day. Reinforcing students for appropriate social skills does not depend on a schedule, and providing a supportive environment is an ongoing task. Teachers still need to plan for affective education so that it does not get lost in the hustle and bustle of the day.

Meeting a Wide Range of Students' Needs. Some students present problems of overt acting out while others withdraw and show reluctance to participate. Students vary greatly in levels of maturity, insight, and experience. Some group activities will not meet all the needs of all the students, but most affective education activities do apply in some degree to all students. In the outside world, there will always be differences between people and the ways in which they act. Students may already have a particular social skill but still need to be able to deal appropriately with others who do not. A comprehensive affective education program will include group and individual activities, which helps to ensure that differing needs will be met.

Disruptive or Uncooperative Students in the Group. Many aspects of ED programming, including some affective education activities, involve students working in a group setting. A student's disruptive behavior or refusal to cooperate may adversely affect others in the group. This raises questions which, unfortunately, do not have easy answers.

If the student lacks the skills necessary to participate in a group or even to work in close proximity to others, the ED teacher cannot force participation. The student must be taught the necessary skills and given an opportunity to practice before being expected to function appropriately in a group situation.

If the student is capable of demonstrating appropriate behaviors, the teacher then needs to determine, if possible, the reason for the problem. A key is to determine if the student's problematic behavior is willful or unintentional. Additional individual time or behavior management strategies may be necessary to change the behavior. Positive peer pressure may also be useful, as are teacher observation and instinct.

To balance the needs of the group against those of one individual, the teacher may need to remove the student as a last resort, but should avoid this step if possible. If temporary removal is necessary, the teacher should plan to substitute other activities for the student, such as individual programming or assignment to a different group.

The arrival of a new student in the program also disrupts the group. Again, positive peer pressure may help, as will reinforcement when the new student behaves appropriately. The new student may be less involved in the group activities initially, at least until the situation is more familiar to that student and vice versa.

A Positive, Nurturing Environment

Before affective education can achieve any of its goals, students must be receptive to the available learning opportunities. Teachers need to provide a positive, nurturing environment for students identified as ED to learn and grow, to willingly take risks, and to compromise. This environment is a place where students

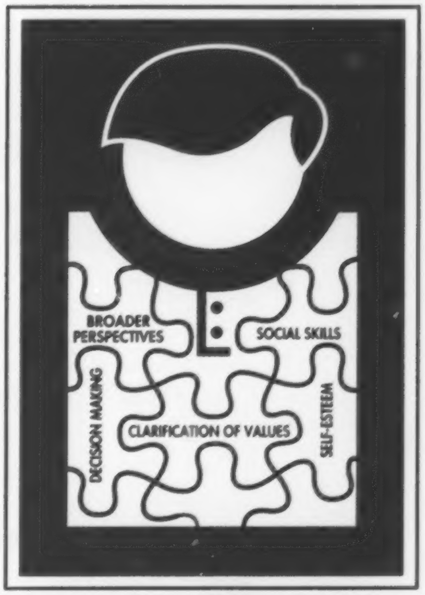
- feel safe and secure. They know what to expect, and they know the limits. They can relax and perhaps, at least temporarily, escape hassles, and they can express their feelings.
- feel accepted as they are without feeling belittled or unfairly criticized. They are acknowledged, their feelings are validated, and they are part of a group. Expectations are reasonable given their strengths and weaknesses.
- feel helped and supported. They can find success, experiment within limits, and deal with current crises in their lives.
- feel empowered and that they have a "say" in their programs. They are included, if appropriate, in IEP development, and have a role in setting goals for themselves.

The key to much of this is, of course, the ED teacher. Students must trust the teacher and see him or her as a person who respects and cares for them. A teacher gains that trust by treating students honestly, fairly, and consistently. It takes time to earn trust, and it helps to be nonjudgmental, as expressed by the adage: "I like you; I don't like your behavior." It also takes time to listen and to realize that every story has two sides. The teacher should take care to guard confidentiality and be sensitive to students' needs and concerns. The teacher should avoid talking down to students and not rely on sarcasm and put-downs to maintain control. Students recognize insincerity quickly, but when they trust the teacher, they are more likely to ask questions, seek assistance in sorting out their own confusion, and resolve conflicts.

The teacher needs to have a positive outlook in order to cope with the high levels of stress involved. Remaining calm and objective when the students are not is key.

When beginning a new affective education program, whether as a new teacher, or as an experienced teacher starting a new program, it is possible to slowly introduce affective education instruction as the caring environment evolves. Affective education has a developmental sequence. Initial instruction should be nonthreatening, because the students may not yet be comfortable if they are asked to delve too deeply.

Content of Affective Education Programs



Social Skills

Social skills programming must address three general areas of deficits.

- Skill Deficits: The student lacks an important skill.
- Performance Deficits: The student knows the skill, but does not display it.
- Self-Control Deficits: The student lacks impulse control and often acts without thinking first.

Social skills are important for interpersonal (with others) and intrapersonal (within oneself) adjustment. The teaching of social skills falls into the following six basic steps:

1. *Assess the students' levels of functioning and social skills needs.* This evaluation may be formal or informal and should include information from M-team evaluations, previous IEPs, and observation of and experience with the student. The information helps to determine individual and group needs and to determine what activities are needed.
2. *Assist students in recognizing the need to learn particular skills by providing a rationale that relates to real-life situations.* It is usually best to begin with skills that the students have identified as important or necessary. ED teachers should link the skills to specific situations in which the students have found themselves or may find themselves in the future. Initially, the more concrete these linkages are, the more motivation students will have to learn the skill.

3. *Define the skill clearly and then demonstrate and role-play.* Demonstrating the behavior, also called modeling, teaches a skill by providing students with examples and the specific steps of a skill. Modeling has proved effective for teaching new behaviors or for changing present behaviors. These demonstrations can involve videotapes, discussions, and observations of the teacher or other students. Whatever the case, students should view the "model" as competent, positive, and helpful.

   Role-playing provides students with a chance to act out a specific behavior or situation and can be planned by the teacher or created by the students based on their experiences. Role-playing seems to be effective because it gives students a chance to practice a skill and to experience how a situation "feels." A role-playing situation also gives students a chance to experiment without risking negative consequences.
4. *Provide opportunities for practice outside of the social skills class.* Initially, teachers should orchestrate this practice so that the experience is positive and successful. For instance, students can do "homework" with other students, staff, and family. Although these situations may seem somewhat contrived, they provide an opportunity for students to get more practice with fairly minimal risk. Situations that arise in other settings can also provide opportunities for practice of social skills. But it is important for other teachers to know that the student is learning a new skill. Teachers may need to allow some flexibility as the student practices.
5. *Provide feedback and encouragement.* Students need to know how they are doing. Teachers should give constructive and positive feedback that is specific in its suggestions for improvement and in its encouragement for the progress already made. Students should also have a chance to talk about how the practice situation felt and whether the approach was helpful for them or not.
6. *Continue to provide review and practice.* Students should continue to practice so that the skill becomes second nature to them and so that it generalizes to other settings, which is the goal of social skills instruction.

In teaching social skills, many ED teachers highlight a "skill of the week" for the whole group, and for which a student may earn extra points. Even if a student already has the skill, it helps to reinforce and practice it so that, when called upon to use it, the student responds automatically. Social skills components can also teach individual skills so that specific needs are addressed as well.

Self-Concept or Self-Esteem

Self-esteem is the way one feels about oneself and affects every aspect of decision making. It is a sense of confidence, identity, purpose, and respect. Having positive self-esteem means feeling competent, worthwhile to others, and accepting of one's self. A low sense of self-esteem means feeling discouraged, unworthy, and incompetent. Self-esteem or self-concept changes as students experience success or failure.

Low self-esteem is a typical characteristic of students identified as ED, which often makes them vulnerable to perceived slights or put-downs and easily angered or frustrated. A lack of self-confidence inhibits the student's willingness to attempt new things and makes change extremely difficult for many students identified as ED. Students' negative views of themselves can become self-fulfilling prophecies unless their self-concept improves.

With so much at stake, the well-being of students identified as ED depends heavily on how well an affective education program addresses issues of self-esteem and self-confidence. The classroom environment and teacher's style must provide for strengthening of a positive self-concept through

- safe, predictable classroom environments where students feel they belong to a group;
- trusting, positive relationships between staff members and students;
- opportunities that lead to success, including the setting of realistic goals given the students' strengths and weaknesses;
- specific activities that provide for small and large group interaction; and
- frequent positive feedback, constructive suggestions, and reinforcement.

The list of resources at the end of this section includes some materials designed to assist teachers in evaluating students' self-concept and that suggest activities for the classroom.

Decision Making and Problem Solving

Students identified as ED often make choices that result in negative consequences for themselves. They are highly susceptible to peer pressure and apt to engage in high-risk behaviors. Students identified as ED often rely on emotional responses rather than rational choices and are unable to identify options. Sometimes they make egocentric decisions that result in immediate gratification with little or no thought for long-term consequences.

The goal of teaching decision-making skills is to provide students with the tools to make more appropriate choices and to more effectively solve problems. Most approaches to decision making include the following steps:

- defining and clarifying the issue;
- identifying options and alternatives, including consideration for the pros and cons of each option; and
- selecting the most appropriate choice, putting it into action, evaluating the results, and making modifications if needed.

Affective education programs should present decision making as a process and a skill to be learned. Making sound decisions is an element of growing up and maturing, and so the types of activities presented should relate to the developmental level of the students. ED teachers should provide opportunities to practice decision making through structured class activities, discussions, and situations where students make decisions in the classroom. For example, teachers can give students choices of such things as free-time activities, rewards, privileges, and assignments to complete first. Teachers can also apply this component of affective education when crisis situations arise, because these situations provide an opportunity for teachers to support students in working through a problem. Teachers can provide constructive feedback so that students can evaluate what has happened. Practice and feedback help ensure that decision-making skills generalize to the other school settings, and, ultimately, to the home and community.

Teaching problem solving and decision making relates very directly to the other components of a successful affective education program. Students identified as ED need to feel capable of making decisions, advocating for themselves, and taking appropriate action. By making more appropriate choices, students identified as ED improve their self-confidence and can better anticipate the results of their actions.

Clarification of Values

Part of the basis for making decisions is one's personal value system, another important component of affective education. Helping students clarify their own values is not teaching them what to believe, but helping students to identify and understand what they value. Students also learn how these values influence the decisions they make and actions they take. Having a clear set of values helps students to become more consistent in their choices and their behaviors.

Students identified as ED often react spontaneously and randomly. Their limited sense of a value system may make them more susceptible to peer pressure, or their unpredictable behavior may put them in conflict with others and lead to negative consequences. Clarifying values includes providing students with opportunities to discuss, examine, and explore their values. The teacher might provide issues or dilemmas for the students to discuss, taking care to ensure that the issues presented are at the appropriate developmental level for the students.

Two resources on clarifying values are *Values Clarification: A Handbook of Practical Strategies for Teachers and Students* by S. B. Simon, L. W. Howe, and H. Kirschenbaum, published by Values Press, and the *The Prepare Curriculum: Teaching Prosocial Competencies* by Arnold P. Goldstein, published by Research Press, which discusses stages of moral development in more detail.

Broader Perspectives

Professionals often characterize students identified as ED as egocentric—unable to develop and maintain appropriate interpersonal relationships, unable to put aside their own needs in consideration for others, and needing such immediate gratification that they do not stop to think about how their actions may affect others. Teaching students to take a broader perspective means fostering the ability of students to view themselves as members of a group and, in the broadest view, of society in general. It includes students accepting responsibility as group members and respecting the rights and needs of others. This component of affective education is also closely linked to clarification of values and decision making. Numerous activities promote the ability of the students to take this broader perspective, such as

- including group decision making as part of the classroom operation;
- helping students learn to compromise when problems arise; and
- including community service activities such as working with the elderly, at a day-care center, or tutoring younger students.

If long-term projects are not appropriate, students can still take part in activities such as cleaning up the playground or neighborhood and collecting canned goods for a food pantry. Teaching students to take a broader perspective may seem a rather lofty goal, but it should not be overlooked as an ultimate aim of an affective education program.

Strategies for Teaching Affective Education

Previous sections have touched on the importance of generalization, grouping, and evaluation. Because those topics affect all components of a successful affective education program, further discussion follows.

Generalization

Generalization is the ability to transfer skills learned in one setting to another setting. Often students identified as ED do well with affective education skills, academic performance, and appropriate behavior in the ED classroom, but not in other settings. In order to facilitate generalization, teachers must make an effort to teach students to practice skills in other settings. Techniques for teaching generalization include the following:

- Use reinforcers that occur naturally in the other settings. If the regular education teacher uses only social reinforcers such as praise or smiles, then it is important to decrease the student's reliance on tangible reinforcers, such as points, tokens, or candy.
- Gradually decrease the amount and frequency of reinforcement since these levels are generally much higher in ED classes than in other settings. If the student needs a higher level of reinforcement or feedback, make those arrangements with the teachers or adults in the other settings. It is possible to gradually decrease those levels later, but they may be necessary initially to ensure success.
- Give students a chance to practice social skills in a wide variety of settings and with many different people.
- Provide similarity between settings. If the student sits in a desk in the regular class, then have the student sit in a desk for practice. Use the same materials, schedule, and presentation methods. Acquaint the student with the expectations of the other setting so that chances of unpleasant surprises are minimized. Teach the student subtle signals that the regular education teacher may use, such as raising eyebrows when a student should stop talking or opening a book when expecting students to do the same; and make sure the student knows important information such as the necessary materials to take to class and the proper way to head a paper.

  Bringing elements of the special education classroom into the general education setting is also possible. For example, the student might write the ED class rules on the last page of the spiral notebook for regular class assignments. The reminder is then there for the student if needed. Another example would be to have the students bring something from the ED classroom, such as a poster, to contribute to the regular education class.
- Teach self-management skills so that students do not depend on external controls.

Groups

Much of what happens in affective education is organized around groups. This includes instruction and practice of social skills, problem solving, and clarifying values. Affective education cannot be effectively taught strictly on an individual basis; it is important for the students to interact with others. But many students identified as ED have not had successful experiences with groups. In order to facilitate these group experiences, teachers should remember the following aspects of grouping:

Group Rules. Group rules maintain order and protect students from emotional harm. Rules developed and agreed on by the group work most effectively because all members have ownership. Group discussions as part of affective education may deal with emotionally charged issues, and care must be taken to protect confidentiality. Teachers should caution students not to belittle comments made by others, and students need to feel comfortable with self-disclosure. Teachers should decide whether to make participation optional based on the purpose of the group.

Developmental Levels. A student's readiness for group participation may depend on the student's present level of capability. Younger children have shorter attention spans and may need more attention from the teacher. They will probably have had few group experiences and may be at such a concrete level of development that they are not capable of abstract thought and insight into problems. Those groups must be structured accordingly. As students mature and gain experience in groups, they will be able to function at much higher levels, to evaluate themselves, and have a better understanding of abstract concepts, such as confidentiality.

Use of a Cofacilitator. When possible, the ED teacher may want to work together with a counselor, school psychologist, or other school staff member. Several advantages arise with having two adults involved.

- Facilitators can share responsibilities.
- Facilitators can provide two perspectives of what happens.
- Each facilitator can provide different strengths.
- Two adults can handle a larger group.
- If a student needs to leave the group, one facilitator can follow up and one can continue with the group.
- Students may connect with one adult more comfortably than the other.

If a second facilitator is not available regularly, it may be possible to bring another adult in for certain topics.

A group activity that has become increasingly popular is the "stress challenge," which has been shown to significantly influence individual group members, as well as the group as a whole. Stress challenge activities can include camping trips, canoe trips, or the more structured "ropes course" challenges. Usually these activities demand a combination of group cooperation and individual contribution in order to meet the challenge. Loners are included. Other students may benefit from realizing that they depend on the rest of the group for success. Stress challenge activities are useful in building a team within the group. Teachers should be sure to involve someone with the necessary skills in the planning and implementation of such an activity, and staff members must be trained for such programs. Teachers should also be aware that there are costs involved, as well as the need for considerable equipment.

Evaluation

Evaluations depend on goals; therefore, to have an evaluation there must be affective education goals of which all people involved are aware. The ED teacher needs to consider two types of evaluation: student evaluations and program evaluations.

Student Evaluations. In order to evaluate students, the teacher must collect data. This data may be available from existing sources, such as attendance records, grade reports, point sheets, and disciplinary records. The teacher may want to keep anecdotal records as well. Student IEPs are also part of student evaluation. And ED teachers should consult with other school staff members including administrators, regular education teachers, parents, and agency personnel who work with the student. It is important to know if the student feels good about what is happening.

Program Evaluations. Teachers should ask the following questions: Are all of the important pieces of the program in place? Are there program goals and are they being met? Are there long- and short-term goals? Is there data to support these conclusions, including feedback from administrators, regular education staff, parents, agency staff, and students? Are the needs of the students, as defined on the IEPs, being met?

Program evaluation is very important. ED teachers need to document that their programs are meeting the needs of students, and, if not, to refine and revise the program as indicated.

Suggested Resources

These resources for teaching affective education were recommended by Wisconsin ED teachers in the DPI's 1992 survey. This is not an all-inclusive list, and teachers throughout the state use other excellent resources.

American Guidance Service (AGS), 4201 Woodland Road, P.O. Box 99, Circle Pines, MN 55014-1796. Resources include *Social Skills Rating System*, *Social Skills Intervention Guide*, *Systematic Training for Effective Parenting* (STEP), *DUSO-1* (designed for grades K-2, Developing Understanding of Self and Others) and *DUSO-2* (designed for grades 3-4), and much more.

Consulting Psychologists Press, 3803 E. Bayshore Road, Palo Alto, CA 94303, offers *The Coopersmith Self-Esteem Inventory*, *The Behavioral Academic Self-Esteem Rating Scale*, and *Building Self-Esteem: Teacher's Guide and Classroom Materials*, among others.

Good Apple Publications, P.O. Box 299, Carthage, IL 62321-0299, offers a wide variety of materials relating to self-concept, growing up, and so on, including *The Changing Years Series and Self-Concept* (a 12-book series for grades 2-8, includes reproducible activities in each book).

Prentice Hall, Route 9W, Englewood Cliffs, NJ 07632, publishes *100 Ways to Enhance Self-Concept in the Classroom.* This book is in its 20th printing, and is an excellent source of classroom activities K-12.

Pro-Ed, 8700 Shoal Creek Blvd., Austin, TX 78758-6897, publishes *The Walker Social Skills Curriculum*, plus a variety of tests, materials, books, and journals related to special education.

Research Press, Dept. N, P.O. Box 9177, Champaign, IL 61826. Materials include *Skillstreaming the Adolescent*; *Skillstreaming the Elementary School Child*; *Thinking, Feeling, Behaving* (based on Rational Emotive Therapy (RET)); *Aggression Replacement Training* (ART); *The Prepare Curriculum: Teaching Prosocial Competencies*, which includes information on moral development; *Think Aloud: Increasing Social and Cognitive Skills—A Problem Solving Program for Children*; and many other excellent resources.

Thinking Publications, P.O. Box 163, Eau Claire, WI 54702-0163 publishes *Social Skills Strategies* (SSS) *Books A and B: A Curriculum for Adolescents.*

Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, CA 90025 publishes *Piers-Harris Children's Self-Concept Scale* (PHCSCS), which is designed to assess how children and adolescents feel about themselves. It may be administered individually or in groups. This company has a variety of other useful materials.

Academic Instruction 5

Introduction
Teaching Strategies
Use of Time
Grouping Students for Instruction
Grades
Supporting Students in the General Education Environment
Career and Vocational Education / Transition
Other Issues
Reference
Suggested Resources

Introduction

For teachers of students identified as emotionally disturbed, each school day poses many unique behavioral and instructional challenges. Students identified as ED want to succeed in school, though they may not always behave that way. ED teachers cannot turn their backs on the primary problems for which students have been referred and placed. Yet teachers cannot teach affective education all day long if the students are to develop basic skills and succeed academically. Teachers must find the right balance between managing behavior, teaching affective education, and providing high quality academic instruction.

In negotiating this balance, it helps to remember that academics can be used as a vehicle for behavior management and affective education, and it is important for all three of these components to be tied together. It is possible, for example, to incorporate affective education into a number of academic content areas. Writing topics can deal with self-awareness and social situations. Topics might include, *How do I deal with anger?* or *How do I respond to peer pressure?* Teachers can select literature that has direct application to affective education. Books dealing with issues that concern the students are usually available through local libraries and the school media center. Teachers can use videotapes of movies or television shows for writing and discussion activities. Having students keep a journal is an excellent affective education tool as well.

Music, drama, the visual arts, and dance also offer tremendous opportunities for students to express their feelings and ideas. Limiting the curriculum of students identified as ED to the academic "basics" of mathematics, language arts, social studies, and science also limits exposure to creative outlets for the students' frustrations and for the natural learning that occurs through these experiences.

The teacher who is aware of the need for affective education can introduce affective topics into other areas as well. Stress management, peer pressure, and peer interactions are easily addressed in health or science classes. Taking responsibility for one's actions can be a major theme in drivers' education, as can drinking and driving prevention. Social studies might develop a whole new level of interest if students were encouraged to consider what personality traits and social factors influenced major historical figures. This can also lead to discussions about how behavior influences others. The possibilities are endless. Introducing affective education into other academic areas does not eliminate the need to tailor it to individual needs, and perhaps, to offer distinct sessions on affective topics.

A key issue for ED teachers in developing the academic component of an ED program is that of being a primary instructor versus a tutor. ED teachers should be prepared to fill both roles, but need to remember the importance of developing their own academic component instead of relying on the regular classroom to provide that instruction. Some students face too many barriers to make regular class instruction feasible for the time being and so may need alternative course or credit offerings through the ED program. Alternative offerings should not provide watered-down instruction but provide a substantive alternative to the regular class.

ED teachers need to remember that students should be served in the least restrictive environment while also remaining realistic about students' needs and abilities. A student may have behavioral control but need some prerequisite skills before being able to succeed in the general education setting. Many students identified as ED have poor study skills, and teachers may need to help them develop such abilities as organization, planning, and note-taking. ED teachers should approach this instruction positively so that students feel more confident about their ability to succeed in school.

In many cases, however, students have the intellectual ability or study skills to handle the regular education material, but their behavior gets in the way of success. Behaviors of students identified as ED that generally interfere with academic learning and achievement include

Inability to Plan. ED students often have difficulty completing long-term projects because they lose notes or assignment sheets, neglect to write down assignment due-dates, cannot organize research material, or simply cannot plan ahead and budget their time.

Lack of Self-Discipline. ED students often need immediate gratification and may lack the work habits to complete school assignments; they may not be able to respond to a long-term goal such as graduation, or even a report card in several weeks.

Difficulty with Adult Authorities. The students may not be willing to perform as a teacher requires, and this may be a way for students to display a defiant or belligerent attitude in front of their peers; also, because of a student's history of inappropriate behaviors, teachers may be inflexible about assignments or behaviors.

Lack of Relevancy. Students may see no value, immediate or long-term, to some of the material presented to them.

Group Interaction. Negative attitudes and behaviors may be reinforced by their peers.

Poor Attendance. If students are not in school, they fall behind in class and find it difficult to catch up, even if motivated to do so.

Personal Habits. Students may stay up late, may use and abuse alcohol or other drugs, and their out-of-school activities may be unsupervised.

Learning Problems. Students may be dually diagnosed as ED/LD or ED/CD, or may have other legitimate problems, in addition to ED, that negatively affect their learning.

Distractibility. ED students may have difficulty remaining on task and following through with assignments because of a lack of impulse control. For example, they may get distracted by noise.

It is important to address these behavioral issues for students identified as ED to make academic progress. Teachers should consider the following topics when teaching academic instruction.

Teaching Strategies

ED teachers have a wide variety of strategies to choose from in teaching academic instruction to students exhibiting the above behaviors, and experienced teachers generally develop an eclectic approach using techniques from various methods. Some curricular materials are based on a particular teaching strategy and contain detailed methods and procedures; others allow for a variety of teaching styles.

Although no one best method exists for teaching academics to students identified as ED, some general characteristics are associated with effective teachers and effective instruction. Important factors for success in the classroom include the teacher

- taking an active role in instruction,
- clearly communicating the purpose of the lesson,
- presenting lessons that are well-organized and in sequence,
- expecting all students to participate,
- giving complete directions and repeating them,
- providing frequent opportunities for practice,
- checking student progress and providing feedback frequently, and
- reteaching skills, if needed.

More detailed discussions of various teaching strategies can be found in the DPI publications *Creating an Environment for Learning Disabilities: A Resource and Planning Guide* and *Strategic Learning in the Content Areas.*

Use of Time

The amount of time that teachers allocate to instruction is critical for student achievement. An important relationship exists between scheduled time, time on task, and student achievement. By scheduling an appropriate amount of time for instruction and by maintaining a high level of on-task behavior, teachers can increase academic learning.

Teachers should be aware of time limits and of all the activities that have to fit into those time limits. The following strategies may help in making effective use of time:

- Schedule work that can be finished within a fixed period of time.
- Remind students how much time is left for them to complete their work.
- Require students to complete one task before beginning another.
- Establish expectations in advance so that students know what they must do.
- Assign scheduled activities first priority.
- Adjust the schedule if needed; for example, if there is not enough time for mathematics and too much allocated for social studies, adjustments may be possible.
- Begin and end on time.
- Reduce transition time, and facilitate transition from activity to activity.
- Maintain a high degree of student involvement so that time-on-task is improved.
- Have a short review session later in the day for students who have not yet mastered the material.
- Be prepared, and anticipate student needs.
- Gain the attention of the students before beginning any task, and use prompts such as *Is everyone ready?* or *Look here,* if needed.
- Have a balance between teacher-led activities and seatwork.
- Decrease the amount of seatwork and make sure it is relevant; seatwork is used for practice, drill, and overlearning previously learned skills.
- Encourage all students to participate.
- Give clear, concise directions
- Organize practice time.
- Present material in small steps.
- Provide frequent feedback and reinforcement.
- Divide class periods into shorter segments. At the secondary level, teachers may not have flexibility in deciding length of class periods, but they still have flexibility in structuring time within that class period.

Grouping Students for Instruction

Both one-to-one and group instruction should be included in academic instruction. Using only one-to-one instruction may discourage student interactions, and so time also needs to be used for group instruction when possible. Small group instruction works effectively because teachers have increased control, students have opportunities to observe the appropriate behaviors of others, peer interaction and communication improves, and students get more immediate feedback.

Grouping students for instruction works best when

- students have the skills to work in a group,
- the skills being taught are usually performed in groups,
- needs of students in the group are compatible,
- student characteristics and content determine the number of group members,
- a balance exists between consistency and change, (changing group size or focus may be necessary, yet it is important to manage this skillfully since change often is difficult for students identified as ED), and
- a combination of small and large group instruction is involved.

Ideally, ED programs should consist of students who have similar academic needs or are working on similar developmental levels. One way to facilitate this homogeneous grouping is to be actively involved in the scheduling of students. Unfortunately, many programs include a wide range of student ages, grade levels, academic abilities, and developmental tasks, making it difficult to effectively group students. When working with a wide range of students, ED teachers should consider the following:

- teaching students in small groups according to present level of academic performance, regardless of grade placement,
- getting the help of volunteers, which may include peers or older students, and
- providing students with independent work through learning centers and computers.

Grades

Student needs and abilities have been identified in the IEP and should be used as the basic guide for developing an evaluation plan. Teachers should consider the following guidelines for grading using the IEP:

- Base grades on the IEP objectives.
- Base grades on a logical sequence of instruction.
- Base grades on individual progress.
- Define grading practices in the IEP.

It is important for ED teachers to work with regular education teachers to develop grading systems based on the needs and abilities of the students related to individual competencies and to understand the need for alternative grading procedures. Some ideas for alternative grading procedures might include

- giving multiple grades, such as one for attitude or effort, and one for achievement;
- giving grades based on progress from the beginning level of performance to the current level;
- using "pass-fail" rather than letter or number grades;
- using a checklist of competencies to be met;

- allowing students to do extra credit to improve their grades, or allowing students to retake a test or redo an assignment and then averaging the two grades together;
- using a contract or setting up competencies to be reached for a student to earn various grades;
- allowing alternative testing procedures, such as reading the test aloud, or allowing the student to demonstrate a skill rather than taking a written test;
- keeping students informed so that they know if their grade is poor, and giving them alternatives for improving the grade;
- giving students a grade or credit when the work is complete rather than holding them to a calendar date (use "incomplete" or "in progress" if appropriate); and
- being willing to allow for some flexibility, such as doubling-up time spent on one subject, for example, if the student can complete the assignment.

Supporting Students in the General Education Environment

In addition to providing instruction within the ED program, teachers of students identified as ED may also provide support in the regular education environment. Some techniques that may facilitate inclusion of ED students into the general education environment follow. A more complete discussion can be found in section 6.

- Attend class with the students.
- Team teach.
- Assist with completion of assignments.
- Help with note-taking.
- Provide hands-on assistance with projects.
- Read assignments to the student.
- Provide study sheets and chapter reviews.
- Highlight and color-code texts.
- Allow more time and a place for students to finish tests and assignments.

Career and Vocational Education / Transition

Preparing students for the adult world is an important task for schools, and career/vocational education is part of that preparation. It is especially important to develop a strong transition component for students identified as ED, and these programs should include not only career exploration and decisions, but such things as

- developing good work habits, such as punctuality, completing tasks, being cooperative, and accepting direction,
- learning decision-making and problem-solving skills,
- learning how to productively use leisure time,
- improving self-understanding,
- practical application of basic skills,
- independent living skills
- options for additional education or training after high school,
- school-supervised work experiences, and
- functioning in the community.

In addition, a transition statement must be included in the IEP of all students who are EEN and who are 16 years of age or older (14 and older is recommended). The information that must be included in that statement is found in Appendix E.

DPI has several publications, including *School Counseling Programs: A Resource and Planning Guide, Education for Employment: A Resource and Planning Guide,* and *A Guide to Middle School Curriculum Planning in Exploring Life's Work*, which focus on classroom activities related to career/vocational education.

Many career/vocational competencies can be incorporated from elementary through high school. Some suggestions of goals for students, taken from the department's publication *School Counseling Programs: A Resource and Planning Guide* (DPI, 1986), include

Elementary School

- Acquire knowledge about different occupations and changing male/female roles.
- Become aware of personal interests and preferences.
- Learn how to cooperate and coexist with others in work and play situations.
- Understand what it means to work and how school work relates to future plans.
- Become aware of worlds beyond the immediate experience.

Middle / Junior High School

- Develop internal motivation.
- Develop good study skills.
- Understand strengths and abilities and how to learn most effectively.
- Develop a positive self-concept.
- Exhibit a positive attitude toward school, family, and self.
- Understand and exhibit decision-making skills.
- Learn to deal with ongoing changes in personal and academic life.
- Develop a sense of the future and how to move toward it.
- Learn to cope with transition in school, home, and community life.
- Become informed about alternative educational and vocational choices and preparation for those choices.
- Relate personal interest to broad occupational areas.
- Understand and use communication skills.
- Understand and develop peer relationships.
- Learn to resolve conflicts.

High School

- Understand and develop decision-making skills.
- Understand the world of work and the expectations for employment.
- Become informed about education and work alternatives.
- Understand continuous changes of male/female roles and how this relates to career choice.
- Develop the necessary interpersonal skills for harmony in the workplace.
- Become informed about up-to-date employment opportunities during and after high school.

Other Issues

Though perhaps evident, teachers should not forget these equally important considerations when teaching academic instruction.

Arranging the Physical Environment

Often the location of ED classrooms is not a priority, and so these classrooms may be found in physical settings that may not be the most conducive for learning. No matter where the classroom is located, it is important to make the environment as predictable and orderly as possible. Some physical variables that teachers can control, at least to some extent, include:

- *Comfort*—kind of furniture, including the right sizes; temperature (windows opened or closed, access to the thermostat); amount of light
- *Organization*—areas of the classroom, such as free time and instructional area
- *Seating Arrangements and Movement Patterns*—students and staff members positioned close enough together to work efficiently, yet far enough apart so as not to create problems as people move around the classroom
- *Color*—decor, wall decorations (or lack thereof if students are extremely distractible)
- *Accessibility of Materials and Supplies*—things ready and close by if needed, papers duplicated

A further discussion of the physical facility can be found in section 2.

Materials

Selecting appropriate materials is often difficult, and the ED teacher needs to consider the goals and objectives for each student, as well as the purpose for which the materials will be used. For example, some materials are appropriate as basic texts while others are appropriate as supplemental or enrichment materials.

In some cases, the teacher will want to use the same materials as regular education classes to facilitate generalization; in other instances, the ED teacher will want to use alternative materials that are more appropriate for the age or ability level of the student, or more motivating to the student. It is probably a good idea to have materials available for both options.

Further discussion of selecting and adapting materials can be found in section 2, as well as in the DPI's *Creating an Environment for Learning Disabilities: A Resource and Planning Guide*.

Curriculum

For students to get the maximum benefit from instruction, the curriculum should be motivating, appropriate, and functional for them. The curriculum should not be so demanding that students become frustrated too often or too easily. Important areas to include are basic skills (reading, writing, spelling, mathematics), study skills, alternative credit offerings, including courses that students often fail, career and vocational education, and affective education (see section 4).

Motivation

Often ED students lack the motivation needed for academic tasks. This lack of motivation may result from such things as repeated academic failures, students' self-doubts about their ability to succeed, low self-concept and self-esteem, and lack of self-control.

If students are not motivated, then the teacher needs to consider different activities and materials and think about the relevancy of the program. To find what motivates students, teachers can use questionnaires or interest inventories, ask the students, observe them during free or leisure time, and use past experience. Including students in setting goals may also increase their motivation to succeed, and it is important to provide opportunities for them to succeed.

The scope of this topic makes a proper discussion of it impractical for this guide. Motivation merits a book-length analysis, and readers should consult other sources.

Homework

Assigning homework to students identified as ED often results in frustration for the teacher. The students may not complete the assignments or may not hand in the work to the teacher. In giving homework, the teacher should carefully consider the reason for the assignment. Homework should be

- meaningful,
- assigned to reinforce skills already taught so that the student does not practice errors,
- consistently monitored, and
- reasonable in length.

Before assigning homework, teachers should be certain that the student has the necessary study skills and work habits to complete the task. Teachers should consider the source of the problem if homework is not being done: Does the student have the materials needed outside of school? Does the student have a place to work at home? What other responsibilities does the student have that may interfere (part-time job, helping to care for other children at home)? ED teachers should make certain that the expectations are reasonable for the student. If the student has a history of not completing homework, it may be better to consider not assigning homework at this time.

Reference

Wisconsin Department of Public Instruction. *School Counseling Programs: A Resource and Planning Guide*. DPI: Madison, 1986 pp. 42-52.

Suggested Resources

The following companies were suggested by Wisconsin ED teachers as sources of materials for use in designing academic components:

American Guidance Service (AGS), 4201 Woodland Road, P.O. Box 99, Circle Pines, MN 55014-1796 offers materials, tests, professional resources.

Council for Exceptional Children (CEC), 1920 Association Drive, Reston, VA 22091-1589, provides professional materials and resource guides, including journals of the various subdivisions such as CCBD (Council for Children with Behavior Disorders) and DCD (Division for Career Development).

Riverside Publishing Co., 8420 Bryn Mawr Avenue, Suite 1000, Chicago, IL 60631, offers a variety of materials and supplies.

Eric Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, 1900 Kenny Road, Columbus, OH 43210.

Wisconsin Department of Public Instruction, Publication Sales, P.O. Box 7841, Madison, WI 53707-7841.

Globe-Fearon Book Company, 4350 Equity Drive, P.O. Box 2649, Columbus, OH 43216, provides academic materials for both primary instruction and enrichment.

Hawthorne Educational Services, Inc., 800 Gray Oak Drive, Columbia, MO 65201, offers resources for teachers and parents.

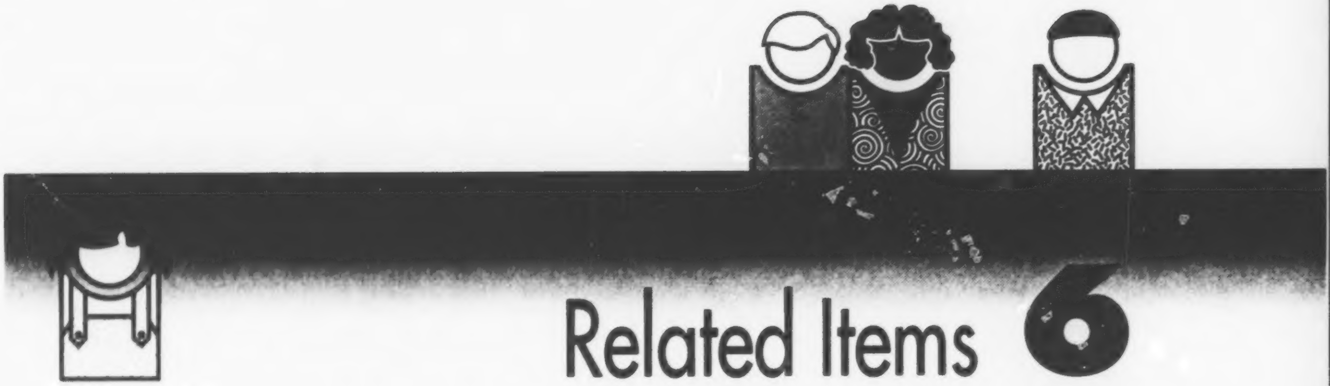
Pro-Ed, 8700 Shoal Creek Blvd., Austin, TX 78758-6897 provides a variety of materials for academics and affective education.

Research Press, Dept. N., P.O. Box 9177, Champaign, IL 61826, provides professional resources for teachers.

SRA, P.O. Box 543, Blacklick, OH 43004-0543, provides a variety of instructional and enrichment materials.

Steck-Vaughn Company, P.O. Box 26015, Austin, TX 78755, offers a wide variety of materials at all levels and for most subjects.

Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, CA 90025, offers a variety of materials, tests, professional resources.



Related Items 6

Homebound
Disciplinary Exclusion
Inclusion
Reference

Homebound

A homebound placement is one option on the continuum of services available for EEN students. This option must meet the same appropriateness and least restrictive environment requirements that all other types of placement must meet. In order to provide homebound instruction for a student already identified with EEN, a school district must

- have a written statement from a physician stating that the child is physically or emotionally unable to attend school for more than 30 days. The physician's statement is advisory to the IEP committee and is required prior to placement in an EEN homebound instruction program.
- convene an IEP meeting to review and, if necessary, revise the student's IEP. The IEP must be appropriate for services delivered in an environment other than a school building, and a new placement offer must be made. No student is to be placed in a homebound program unless the school district has completed the process, including receipt of physician's statement, IEP development, and placement offer.

After parental notice and consent requirements have been satisfied, there can be no unreasonable delay in the provision of the homebound program. The district may not arbitrarily limit the number of hours of instruction for students in homebound programs. The amount of time must be determined based on the individual child's needs, and districts must allocate an appropriate amount of time to meet those needs.

EEN homebound may be an appropriate program for some students identified as severely emotionally disturbed, but only under certain circumstances. Appropriate programs are always determined based on the needs of the individual student. If the proper procedures are followed (including a physician's statement), homebound instruction may be an appropriate alternative. Homebound instruction is not appropriate if used as a disciplinary measure or as an exclusion tactic for a student identified as ED. Homebound placements should be viewed as temporary placements and plans made to reintegrate the student into the regular school setting as soon as possible. DPI Information Update No. 92.9, included in Appendix L, has more detail on homebound placements.

Disciplinary Exclusion

The only ways in which a school district may remove a student identified as emotionally disturbed from school are by suspension or expulsion, and each of these are accomplished by following required procedures. A homebound placement is not appropriate for disciplinary exclusion.

Prior to passage of Public Law 94-142 (now IDEA—Individuals with Disabilities Education Act) in 1975, it was common for schools to suspend or expel a student who violated school rules without considering the student's educational needs or the reasons behind the rule violation. Schools had the authority to unilaterally exclude a student if that student violated the rules. Consequently, many students identified as ED who were unable to conform to expected school behavior found themselves excluded from school with little or no recourse. Such disciplinary exclusions often denied handicapped students an appropriate education.

Because of legislation and judicial decisions in the past 20 years, schools now must take care to ensure that students identified as educationally handicapped receive due process if their exclusion from school is being considered.

Suspension

A suspension is a temporary break in the educational services offered to a student. Section 120.13 (1), Wis. Stats., limits suspensions to three school days. If a notice of an expulsion hearing is sent to the parent of a student with EEN, the period of suspension may be extended by seven more days. Refer to Appendix N for the complete text of sec. 120.13 (1), Wis. Stats.

Schools may suspend students with EEN temporarily by following the procedures in sec. 120.13(1), Wis. Stats., if immediate action is needed. On a temporary basis, the school's need to maintain health and safety may outweigh the student's right to attend a school-based program. The three-day limit applies unless a notice of expulsion has been sent to the parents, and a three-day suspension does not constitute a change of placement. If, however, students with EEN are removed for disciplinary reasons for more than ten days total during the term of an IEP, proper change of placement procedures should be used, including an IEP review to determine if the program is appropriate or requires modification. The IEP should include methods to correct the inappropriate behavior that resulted in the suspension. Rather than simply punishing the student for misbehavior, the student's program should include instruction in appropriate replacement behaviors.

Schools may use the IEP to determine whether suspension is an appropriate technique for use in individual cases. An IEP may

- limit the student's suspensions to in-school suspensions,
- exclude suspensions as a disciplinary procedure, and
- provide alternatives to suspension.

Once it has been determined that a behavior is a manifestation of the student's disability, then the student may not be suspended for that behavior unless it is a genuine emergency.

Figure 16 suggests guidelines when there is a pattern of suspension. No individual has the authority to overrule a legally developed IEP, so it is important that the IEP state clearly the specified inappropriate behavior for which the student may not be suspended as well as goals and objectives designed to decrease the occurrence of that behavior.

Expulsion

An expulsion is the complete termination of educational services for a defined period of time. Section 120.13(1), Wis. Stats., also describes the processes and procedures for expulsion. The United States Supreme Court {*Honig v. Doe,* 56 S. Ct. 27 (1988)} has determined that IDEA prevents school districts from expelling a student if the behavior that triggered the expulsion is a manifestation of the student's handicapping condition.

If the school district proceeds with the expulsion of a handicapped student, the district must first convene an evaluation team to determine

- if the current placement is appropriate,
- if conduct for which the student is being expelled is a manifestation of the handicapping condition, and
- if alternatives for placement have been reviewed.

The expulsion hearing before the school board must then include the consideration of the report and recommendation of the evaluation team. If the evaluation team finds the behavior for which the student is being expelled is a manifestation of the student's handicapping condition, then expulsion is not an option. Even if the student is expelled, the school district must continue to provide the student with the needed special education and related services.

Figure 16

Suggested Guidelines

in cases of a pattern of suspensions of an EEN student

A. When the total number of days of suspension during the term of an IEP reaches seven (7), an IEP meeting is held.

- The director of special education is notified and sets up the IEP meeting following all appropriate procedures, including proper notices.
- All relevant parties must be included.
- It is recommended that the LEA representative be an administrator other than the one who is issuing the suspensions.

The IEP group then addresses the following three questions:

1. **Is a change of placement about to occur because of disciplinary exclusions?**

   Consider
   - *length of each suspension* (limited by Wisconsin statute to not more than three days at a time);
   - *proximity of suspensions to one another:* Is this occurring within one grading period? One semester? One school year? At what point of the school year is this?;
   - *total time of suspensions:* What percent of the school year thus far? Did this also occur last year?

2. **Is a re-evaluation needed to consider additional handicapping condition(s), to review current labels, and so forth.**

3. **Is the current IEP appropriate? Is the program designed to provide educationally meaningful benefits to the student?**

B. Following the IEP meeting, the placement committee meets to address whether the current placement is appropriate (consider type, level, and location).

C. If the IEP or placement was revised, and total cumulative days of suspension approach another ten days, the process must again be followed as detailed above.

D. If the IEP or placement was not revised, then an IEP meeting must be convened and questions 1-3 addressed for each subsequent suspension.

Educational Alternatives

Occasions arise when the suspension or expulsion of a student with EEN may be justified. School districts are advised, however, to establish effective alternatives using the student's IEP. Following are possible alternatives to disciplinary exclusion:

In-School Suspension. The student can remain in a supervised, structured setting. In-school suspension programs that do nothing more than require a student to sit in a room and serve "time" are unlikely to change the behavior of students identified as ED. An effective in-school suspension program should foster improvement in the behavior of students and should be developed to eliminate the need for out-of-school suspensions. The program should help identify the needs of the student and allow the student to continue to make progress toward IEP goals without interruption. Appropriate educational services should continue while the student is in the in-school suspension setting.

Administrative Transfer. School districts may transfer students from building to building in order to provide a more appropriate education in the new setting. School districts should base transfers on the educational needs of the student consistent with the IEP, on least restrictive environment considerations, and on the best interests of the student.

Modified Programming. It may be appropriate to review the student's program to determine if changes can be made. Such changes might include a work experience component, modified graduation requirements, or a modified schedule. If school districts shorten a student's schedule, it should be in the best interests of the student and should conform to the student's needs as defined in the IEP. A student's school day should never be shortened for administrative convenience.

Alternative Programming. These services are provided to students who exhibit the most challenging behaviors, and the settings are typically more controlled. Alternative programs are often interagency cooperative efforts designed to meet the needs of students who also may receive additional services from various community agencies. Again, the programming must be based on the concept of least restrictive environment and be part of a continuum of services designed to meet the needs of the students.

Shorter Suspensions. Although Wisconsin law allows suspensions of three days, it is possible to suspend for lesser periods of time, such as one or two days. This may allow school districts to determine whether the suspensions are effective in changing student behavior before the ten-day limit has been reached. If suspension is determined to be appropriate for a student and is defined in the student's IEP, a shorter time of suspension may be as effective as a three-day suspension would be.

Other alternative techniques may include the use of study carrels, time-out, or restricted privileges. In extreme cases, it may be necessary to involve law enforcement to temporarily remove students from the school setting.

The IEP should be used as a problem-solving document and should focus on school-related behavior. The people with the needed expertise should be involved in the development and implementation of the IEP. In addition to the participants required by law, the school district may wish to involve consultants, specialists in behavior management techniques, or program support teachers in the development of IEPs for students with extreme behaviors. The IEP should address the legal requirements but should also define appropriate programming for the student. Finally, the plan should be cooperatively developed in communication with the parents, the student, and other school personnel.

The school district must provide a continuum of services to meet the needs of students with EEN. If the full range is not available locally, districts have the options of cooperative programming with other area districts, tuition arrangements, private placements, and out-of-state placements. The latter two require the approval of the state superintendent of public instruction. In some cases it may be useful to hire consultants, utilize program support teachers, brainstorm with other staff members, and confer with colleagues.

Inclusion

A school district must begin with the assumption that each child will be educated in a regular education classroom with his or her nonhandicapped peers. For each child, every step taken away from that regular education classroom must be justified and documented in the IEP (see discussion of IEPs in section 1). This requirement means that all students identified with EEN must be educated in the least restrictive environment (LRE) appropriate to meet their needs. In order to successfully implement this concept, decisions must be made on an individual basis. No one philosophy will work for all students. Students who are educationally handicapped have rights, and the least restrictive environment must be approached from that perspective.

This concept is nothing new. It is an underlying philosophy in special education legislation at the federal and state levels. Terms like "inclusion" and "integration" describe a method of educating students in the least restrictive environment. Inclusion is not an all-or-nothing alternative; the extent of inclusion will vary from student to student.

The least restrictive environment should be student-driven, not adult-driven. Inclusion is not to be seen as a way to save space, cut staff, or reduce services to students with EEN. Decisions are made on an individual student basis with a full continuum of options available. In other words, if a student needs self-contained programming, then the school district must provide it. Terms such as "full inclusion" or "full integration" are misnomers since they imply that decisions are not made on case specific information and indicate, rather, an approach applied to an entire group.

Keys to Successful Inclusion

The following factors are crucial to the success of programming to meet the needs of students in the least restrictive environment:

- a clear set of values about the education and inclusion of all students within the school;
- a plan to translate those values into action;
- administrative support, involvement, and leadership;
- parental involvement;
- commitment from both regular and special educators;
- good communication among all involved; and
- knowledge of and appreciation for individual differences, as well as for the educational implications of those student needs.

When planning for successful inclusion, one should consider the following questions:

- What barriers exist to inclusion of students with EEN?
- What must be done to overcome those barriers?
- Where does the integration program stand now? What is working and what needs revision?
- What is the goal: an increase in the amount of inclusion? an increase in support for those students who are included? an increase in the appropriateness of education? or other?
- How will the goal be accomplished: through staff training? through staff incentives? through networking (using a consultant, visits to and contacts with other districts), or other methods?
- What are the timelines?
- Who is responsible for the various tasks that need to be done?

Including Students Identified as ED

Including students identified as emotionally disturbed has presented some unique problems for teachers. The regular classroom environment is appropriate for many students with identified EEN, but not all students identified as ED can be served in the regular class setting. Including students identified as ED has not been as successful as inclusion of students with other handicapping conditions. This is at least partly due to the following:

- Decisions have been made on a group rather than individual basis. Programs have been labelled "full inclusion" programs even though this has not been an appropriate service model for some of the students.
- Students identified as ED have significant affective education needs, and these needs are often not addressed in the general education curriculum.
- The overt acting-out behaviors of students identified as emotionally disturbed can be extremely disruptive to the learning environment and may require a level of crisis intervention not available in the regular education classroom.
- Regular education staff members and peers often lack tolerance for the problems exhibited by students identified as emotionally disturbed. As noted above, some behaviors may be disruptive, but many can be successfully managed in the regular classroom environment.

As with any ED programming, providing a continuum of services is the key. For some students this may mean a self-contained class in the regular school building, while for others it may mean programming in regular education classes with support services from the ED teacher and others. It is important to plan on an individual basis and to begin gradually. This may mean focusing on one grade level or subject area, and then expanding as feasible.

Principles of Inclusion

The important point to remember in answering the question "How much inclusion is enough?" is that the individual needs of the student should always be the determining factor, not the philosophies of the adults involved. Identified disabilities or program availability should not make the placement of a student a foregone conclusion. Decisions about inclusion, whether about participation in classes or extracurricular and social activities, should be logical parts of a student's program and specified in his or her IEP. With this in mind, the Wisconsin DPI, in Information Update No. 93.12, lists the following principles for inclusion of students.

- All school district personnel should display shared responsibility and support for all students.
- All school staff have the potential capacity to work within a collaborative framework to meet the unique needs of all individual students when given the necessary staff development and supportive services.
- There should be a maximum effort by the district to provide supportive services to maintain students in the general education classroom.
- The rights and needs of all children involved must be considered in determining how and when to include children with disabilities in general classroom programs.
- Needed supportive services that cannot be provided in a general education classroom should be provided in another setting based on a justified individual need.
- The degree to which the student is provided education in a setting other than a general education classroom will vary based on the intensity of the service needed.

- A complete range of alternative placement potentials must continue to exist. The degree of inclusion will vary based on the student's individual need.
- The effect of disabilities on students varies from individual to individual and the implications for inclusion differ accordingly.
- A precondition to implementing inclusion initiatives is that staff are prepared.
- Each student should have the opportunity to experience meaningful challenges, exercise choice and responsibility, interact collaboratively with others, and be actively engaged in developmental, academic, nonacademic, and interpersonal and intrapersonal activities as part of the educational process.
- Implementation of these principles depends upon continuous community support, broad-based planning, training, and evaluation.
- A substantial commitment is needed in school buildings (and local educational agencies as a whole) to staff development efforts associated with a philosophy that all children are the responsibility of all the staff.
- A critical restructuring of the concept of special education and general education as a dual system must occur in order to fully support this shared responsibility.
- The concept of shared responsibility for students with diverse learning needs, including students with exceptional educational needs, has been ignored by many staff members. By referring a student for support from a specialized program, the goal is too often a shift of responsibility—from us or mine to "theirs." Categorical programming, whether Chapter 1, EEN, or limited English proficiency (LEP), must become a part of a more integrated general education program.

Methods and Strategies for Inclusion

Collaboration. Teams of educators and support staff members with diverse expertise work together to plan educational programs for students.

Team Teaching. Two or more teachers with different areas of expertise (such as special education and regular education) cooperatively teach a class or unit.

Curriculum Adaptations. Educators make changes in the regular classroom curriculum that allow students to actively participate at their individual levels. Examples include using materials on the same topic but at different reading levels, shortening assignments, allowing extended time for completion of assignments, and alternative evaluation procedures.

Cooperative Learning. Teachers divide students into small groups for a learning activity. The group has cooperative goals, and each child has a specific role. These roles all are equally important to task completion, and might include a group leader, recorder, and reader. All group members must participate in order to complete the group's task.

Peer Support. Students help each other in learning activities, including social interactions and behavior. Peer tutoring is an example, and it is important to keep the support going both ways so that the student with EEN is not the only recipient of peer support.

Varied Learning Goals. Educators provide a wide range of activities and challenges for all students. Students with differing abilities are able to participate at their levels. This benefits all students, not just those with EEN.

Inclusion as a Range of Possibilities. Too often inclusion is seen as an "all-or-nothing" option when the appropriate levels are usually somewhere in between. Students might be included for certain units or activities rather than the whole class every day. Students might be included for presentation of the lesson and then go to the special education classroom to work on the assignment.

A further discussion of collaborative schools can be found in the DPI's *Creating an Environment for Learning Disabilities: A Resource and Planning Guide*.

Reference

Wisconsin Department of Public Instruction, Bureau for Exceptional Children, *Information Update* 93.12, 1993, pp. 3-4.

Appendixes 7

A. Thirteen Often Encountered Situations
B1. School Intervention Checklist
B2. School Intervention Checklist
C. Sample Multidisciplinary Team Report
D1. Eligibility Criteria for Emotional Disturbance
D2. Eligibility Criteria for Learning Disabilities
D3. Eligibility Criteria for Cognitive Disabilities
E. Exceptional Education Information Update—Bulletin No. 93.1
F. Recommended Professional Library for ED Teachers
G. Tasks/Duties for ED Program Support Teachers (T7) and Diagnostic Teachers (T8)
H. Exceptional Education Information Update—Bulletin No. 89.10
I. Exceptional Education Information Update—Bulletin No. 90.7
J. Exceptional Education Information Update—Bulletin No. 92.14
K. Exceptional Education Information Update—Bulletin No. 93.3
L. Exceptional Education Information Update—Bulletin 92.9
M. Section 118.31, Wis. Stats.
N. Section 120.13(1), Wis. Stats.
O. PI 11.04, Wis. Adm. Code
P. PI 11.05, Wis. Adm. Code
Q. PI 11.35 (2)(g), Wis. Adm. Code

Thirteen Often Encountered Situations

Wisconsin ED teachers, in response to a 1992 DPI survey, offered these suggestions for often encountered situations.

1. **You have a student who exhibits behaviors associated with an attention deficit disorder without hyperactivity. He or she is not taking any medications and has a very difficult time concentrating.**

   Break the assignments down into smaller segments, and allow for a break or even a change of activity between the segments.

   Use frequent rewards, a lot of praise, and encouragement.

   Make sure you have realistic expectations for the student—that you are not starting out by asking for more than the student can realistically produce.

   Try to keep distractions to a minimum, change the student's seat assignment, and change the classroom environment where you can.

   Allow opportunities for the student to get up, move around, even exercise.

   Have the student sit close to the teacher, aide, or other one-on-one helper, such as a peer helper.

   Redirect the student's attention; use verbal and physical cues.

   Use a lot of repetition.

   Do not use materials that are too visually distracting.

   Teach in short spurts; ask the student for a lot of feedback.

   Keep the student involved in the lesson by interacting frequently with him or her.

   Make sure you have ruled out other causes, such as a need for glasses or hearing aid, seizures, a problem that is nagging at the child, or legitimate need for medication.

   Put a time limit on each activity. Start with short times and gradually increase as the student can handle it.

   Use materials of high interest to the student; provide hands-on activities.

   Teach the student to use a word processing program and the computer for written work.

   Use a study carrel to minimize distractions.

   Keep instructions short and concise; ask the student to repeat back to you.

   Give a lot of reinforcement for time on task, tasks completed, and so forth.

   Write assignments on the chalkboard so that the student can check back later.

Suggested Resources:

The Attention Deficit Disorders Intervention Manual
by Stephen B. McCarney
Hawthorne Educational Services
800 Gray Oak Drive
Columbia, MO 65201

ADHD: Guide To Understanding And Helping Children With Attention Deficit Hyperactivity Disorder In School Settings
by Lauren Braswell, Michael Bloomquist, Sheila Pederson
Produced by University of Minnesota
Department of Professional Development and Conference Services
Continuing Education and Extension
315 Pillsbury Drive S.E.
Minneapolis, MN 55455

CH.A.D.D. Educators Manual: An In-Depth Look at Attention Deficit Disorders from an Educational Perspective
by Mary Fowler
CASET Associates, Ltd.
10201 Lee Highway, #180
Fairfax, VA 22030

2. **You have a student who is being suspended because he or she does not serve detentions. The student does not mind being suspended and so refuses to serve the detentions.**

Find a different way of handling the situation: have the student serve detentions with you, allow the student to work them off, escort the student to the detention, have the student serve detentions over the noonhour, find an alternative consequence that is meaningful to the student.

Involve the parents if possible, and use some home-school contingencies.

Use in-school suspensions, possibly in the ED classroom. After a couple of times of being isolated from their friends, eating lunch with me, no privileges, and so forth, the students generally change their behavior.

Draw up a contract with the student.

Other consequences might include restricted lunch time or loss of other meaningful privileges, such as participation in extracurricular activities, attendance at school events, or driving privileges.

Review the IEP and develop a plan that is more appropriate to the student. Obviously, the detentions are meaningless.

Work on reducing the inappropriate behavior that results in detentions.

Make sure appropriate behaviors are rewarded; do not just punish all the time.

3. **You have a student who has been identified as ED and who is also extremely bright. How do you provide a program geared to the student's abilities, especially when the student's inappropriate behavior precluded regular class placement?**

   Consult someone with expertise in working with students who are gifted and talented. Get ideas for activities, materials, and so forth.

   Let the student set his or her own pace. Involve the student in planning instruction; ask what projects or activities the student would like to do.

   Get ideas from your colleagues as to what they have done, found, and so forth, that has been successful.

   See if there is something that can be done to improve the chances of success in the regular classes—team teach, schedule the student into subjects where she or he is really intrigued and motivated.

   It is important to academically challenge the student, but do not forget to address the inappropriate behaviors that the student exhibits.

   Ask the student to tutor other students.

   Individualize for this student. Use the IEP to develop an appropriate program, define competencies, and so forth.

   Suggested Resource:

   Gifted and Talented Students: A Step by Step Approach to Programming
   Publication Sales
   Wisconsin Department of Public Instruction
   P.O. Box 7841
   Madison, WI 53707-7841

4. **As part of your program, you team in a couple of regular education classes throughout the day. You have just received a transfer student who needs a self-contained program. How do you provide for that student while still continuing your integrated model—or do you? What happens when the regular education teachers "complain" to the principal?**

   Schedule the new student into the classes you team teach, if possible. Use the aide to supervise that student (if that's workable) while you are team teaching. If possible, use other special education teachers to assist during those periods. If you have an aide, send the aide along to the other special education class, too.

   Before you ever start to team teach, you need to make it clear that your first priority is to special education kids and these things may happen. You may need to be flexible to allow for new students, crisis situations, and so forth.

   You may still be able to do some team teaching/collaboration, but maybe not as much.

   Discuss the realities of the situation with the principal. If necessary and appropriate, involve the special education director in the discussions.

   Make sure you understand why the new student needs self-containment. What are the behaviors involved? Where is the student from? It is possible that the need for self-containment may be fairly temporary.

It may be necessary to consider other placements if the student has really severe needs. This should not be done just for convenience, but there are some cases where the needs cannot be met within your setting. Make sure you keep administrators informed.

You may need an aide to assist with such a situation. Ask for one. Who knows? You might get one.

DPI Note: It is not appropriate to shorten the schedule of the student who needs self-containment so that it is convenient to keep team teaching.

5. **One of your students has great difficulty during transition times (between classes or activities, to and from recess or lunch, first thing in the morning when coming in, and so forth). What can you do to help the student make those transitions more smoothly?**

   You or your aide may have to escort the student.

   Have the student go a few minutes before or after other students so that halls are not as crowded.

   Schedule the student with you first thing in the morning so that you can deal with any crises.

   Help the student develop "transition" skills: walk the student through the situations and talk about what the student needs to do, how to do it, what problems might arise, and how the student can respond to those problems. Make sure you reward good transitions. Maybe start with just one (going to and from lunch, for instance) and build up.

   Have the student walk with another student.

   Define the problem. Is the student anxious about being late and so gets upset? Is the student being bumped, shoved, and so forth, in the halls and so getting agitated? Make sure the student has the right materials for the next class before he or she leaves yours. If the student gets overly excited at recess, try to provide quieter activities or allow a cool down time afterwards.

   If the behavior is deliberate, then have consequences for misbehavior.

   Try to schedule so that the student does not have to go back and forth a lot. For example, schedule back-to-back periods with you to cut down on transitions. If possible, schedule classes close together to cut down on distances to lunchroom and so forth. This is not always possible, but can be helpful when and if you can do it.

6. **You have an emergency license, and this is your first year as an ED teacher. It is March and you are feeling very stressed out. Your students are acting up more frequently than they were just a few weeks ago, parents are asking what's going on, and the regular education staff are becoming less tolerant of the students integrated into their classes. The principal wants to know why "your" students are showing up in the office so often, and you have two evaluations to complete this month. To top it off, you have a major paper due in the night class you are taking at the university. How do you survive?**

Find something fun to do and reward yourself. Remember to take time for yourself and the things you really enjoy. You will feel much more able to conquer the world.

Try to stay positive. The students may be reacting to your anxiety. Realize that this is often a tough time of year—cabin fever strikes!

Is there someone else that can do the evaluation? Can you get an extension of the paper? Did you put extra stress on yourself by putting the paper off until the last minute? Plan ahead whenever you can to avoid logjams.

Make sure you eat, sleep, and exercise properly.

Do the evaluations in small pieces, if you can, rather than trying to take a whole day, or even several hours, out of your class.

Try to keep things in perspective. This may just be a temporary situation that will get better in a few days. The kids were doing great earlier—you can get things back in order. Just keep at it.

Use your support system. Can you talk to the director and/or principal and get some assistance? Check with other ED teachers you know to get ideas.

Prioritize what needs to be done first, second, and so forth. Make a list, stick to it, and check off as you go. You will be able to see that you are making progress.

Keep your sense of humor. Surround yourself with positive people. This is not a time to be around naysayers and doom-and-gloomers. Reward yourself.

Ask for a substitute teacher so you can do the evaluations. Do not try to squeeze things in any more than you absolutely have to.

Don't take it personally. This is not all your fault—these are not "your" students. Do what you can and then move on.

Don't throw out the baby with the bath water. If your program was working before, keep at it. Things will improve again. Bring in some new reinforcers for the kids, or give them a day "off"—have a fun activity, get outside on a nice day and all take a walk, whatever you can do to refresh them, too.

Talk to your students. Acknowledge that you are all feeling some pressure. Ask them what you can all do about it.

If you are feeling sick, don't try to "tough" it out and get more run down. Take care of yourself.

7. **You do not feel that your building principal is supportive of your program. What can you do to develop a better working relationship with the principal?**

Invite him or her to observe, stop in, and so forth, so that he or she has a better understanding of what is going on. An added benefit of this is that the students get to see the principal at times other than when they are sent to the office for misbehavior.

Talk to the principal. Find out what he or she expects, share your expectations, discuss the program itself. Get dialogue going.

Be patient. It takes time to earn trust and establish credibility. Keep the principal informed and updated about what is happening with the program, new things you want to try, and so forth.

Be part of the school; don't isolate yourself. Consider serving on a school committee, attending a school concert, getting involved in extracurricular activities if you have some expertise to share, or attend faculty get-togethers. In other words, make sure you are viewed as an important part of the school community.

Be diplomatic, positive, and honest.

Keep in mind that you can only do so much. If you are not a good match for that school or district, maybe you should consider a job change.

Share any articles or other materials (especially things that would be short and quick to read).

Point out the good things your students do, share their successes, and so forth.

Ask the principal to give awards to students, write them a note, (you write it, he or she signs it), and so forth.

Handle your own discipline (at least up to a point). If your disciplinary plan is to constantly send students to the office, then the principal has a legitimate gripe.

8. **A regular/general education teacher does not want students who are ED in his or her class (will not make modifications, and so forth). What can you do to attempt to resolve the situation amicably?**

Make sure you list modifications, and so forth, in the student's IEP. Then it may become the responsibility of the LEA representative of the IEP committee to see that the IEP is carried out as written.

Enlist the help of your principal and/or director of special education.

Make cooperative arrangements such as providing academic support, offering to team teach, helping correct papers. Use peer tutors to read tests.

Meet with the teacher and the student together. Teachers can rarely say "no" when the student is right there. That is also helpful since everybody hears the same thing at the same time. You can make sure the student understands the expectations he or she will have to meet, and you can negotiate if appropriate.

Arrange to get immediate feedback from that teacher via checksheets (make them easy to use so you are not adding to the teacher's workload) so that you can jump in right away if needed.

Reward the student with double points in that class so that the student makes an extra effort to do well.

Make sure the teacher understands why it is appropriate for the student to be in the class (do not just throw "the law" at them). Work out contingencies for misbehavior, and make extra efforts to communicate with that teacher so that situations do not get beyond salvaging.

The reality is that there may be impossible situations. Ask yourself if such a class really is an appropriate setting for the student if he or she is being set up to fail. If the student is still having a fair amount of trouble, reconsider the mainstreaming. It may be too soon, at least in that class.

Talk to the teacher. What are the concerns? Are there ways you can help?

Consider integrating the student just part of the time. For instance, have the student go to class for the discussion and explanation and then come back to you when it is time to work independently on the assignment. Integrate for certain units or activities. In other words, build success and the teacher may be more willing to be flexible in other situations.

Be patient. Change takes time. Keep the communication lines open.

Emphasize the positive accomplishments of the students. "Sell" the teacher on the idea based on examples of the success of the students.

Be sensitive. Do not overload teachers. Make sure you aren't always asking the same teacher to do extra. That isn't fair either.

Make sure the student is prepared—knows what is expected and can be reasonably meet those expectations. Check with the student as he or she heads for that class to make sure he or she has the books, papers, and so forth, needed. Develop social skills the student can use—role play, and so on, to prepare the student.

Enlist the help of another colleague who is successful with difficult students.

Look at the schedule. Does that teacher have another section of the course with fewer students in it that might be more appropriate? Would earlier or later in the day make a difference?

Make sure you are viewed as part of the school team. Get involved in activities, committees, whatever so that you are viewed as a member of that team by all. Try to find time to socialize with other teachers on an informal basis so that they may feel more comfortable with you. Make yourself approachable.

Start by mainstreaming students you are most sure will be successful. Build on that success. Hold off with more severe students until you have a positive base developed.

Invite that teacher to the IEP meeting so that he or she has more background information.

9. **You have a passive student who does nothing, refuses to work, cooperate, and so forth; the student is not overtly disruptive, but he or she just doesn't.**

Use a timer and set a time limit to get work done if the student wants to earn points, rewards, free time, and so forth.

The teacher and/or the aide stay right next to the student to keep him or her on task.

Establish a schedule of frequent reinforcement. You can gradually fade that as the student progresses.

Start by reinforcing any type of participation—eye contact, smile, playing a game, doing even one problem, and so forth.

Re-examine what you have the student doing. Is it too easy or too difficult? How relevant is it? Can you make it more interesting and motivating?

Use the IEP to define what the student needs to do to pass, get credit, and so forth. Do not put time limits on it—for example, if the student does nothing for five weeks and knows he or she cannot possibly pass at that point, what is the motivation to do anything for the rest of the grading period? Maximize opportunities to succeed.

The student may be passive-aggressive and gets reinforced by your reaction and attention (nagging, cajoling, and so forth). Keep interaction to a minimum, at least on the topic of work production. Do not go overboard to reinforce, as that may feed into the passive-aggressiveness. Some students need to fail if that is the logical consequence of not doing work.

Try to find something the student is interested in, and hook onto that.

If the student is sleeping a lot in class, you may want to make sure there is not a medical problem. There also could be problems at home keeping the student up late at night, or the student is abusing chemicals.

Involve the student. Talk to him or her. Use a contract.

Identify alternatives if your program cannot offer what the student needs. Are there other options? Get input from others on ideas.

Do not allow the student to read, sleep, or do things he or she chooses. The choice you allow may be that the student does the work assigned or sits quietly doing nothing. Do things with other students that are motivating so that the student wants to join in. She or he may get bored and join in.

Cut down on the length of assignments and be willing to initially accept any amount of work. You have to start out where the student is.

Make sure the parents are aware of the problem. They may be able to shed some light on the situation. Maybe you can set up a home-school contingency.

Structure group activities so that all are involved. Ask questions of everyone. Do not allow students to opt out.

Use a point system to have them "rent" space if they are not being productive.

The student owes you make-up time after school, at lunch, at recess, and so forth. Be careful that this is not too rewarding for the student and too punishing for you!

10. **What ideas do you have for improving communication with parents and encouraging cooperative efforts between school and home?**

Daily or weekly assignment sheets, phone calls, getting parent signatures in assignment notebooks.

Contact the home with positive information—do not just call with problems.

Contact parents regularly.

Listen to the parents—they are a good source of information about their child.

Ask parents what works with the child, what is rewarding to the child, what doesn't work, and so forth.

Include the student in parent conferences so that everyone hears the same thing at the same time.

Invite the parents in to visit—have an open door policy.

Be patient; it takes time to find what works best and to get it going.

In my K-3 program, I have a "Family Day" once a month or so. We invite parents in for a group activity (art, cooking, and so forth). It gives the parents a chance to become familiar with teachers and the school, gives them a chance to meet other parents, and gives them a chance to come to school under positive circumstances.

Have parent mini-workshops—provide child care, refreshments, entertainment by the children, as well as information.

Offer support for parents, link them up with appropriate agencies, sources of information, and so forth.

Return their phone calls promptly.

Involve parents in field trips, parties, and other class activities.

Send a welcoming letter before school starts in fall—introduce yourself, the program, and so forth.

Make home visits—sometimes it helps to meet parents on their "turf."

When you have to express a negative, pair it with constructive suggestions for improvement.

Do a monthly newsletter.

Find common goals so that you can work together; coordinate what you are doing with the parents.

11. **You have a student who is excessively truant. Even when the student does attend, he or she is so far behind that catching up is impossible.**

Require a medical excuse to verify which absences are for illnesses. Let parents know that it is the school district that excuses students—parents only "request" the excuse. That lets parents off the hook with their child—they called in. You can thank them for calling in—at least you know what is going on.

Truancy notices are required. Some students are ordered by a court to attend. Find out if a social worker is involved.

Follow up as soon as possible—don't let it slide.

Consider providing transportation door-to-door.

Our village passed an ordinance that fines parents of truant students, and it has been a significant help!

Give them a reason to attend—provide a program they will buy into. Use the IEP to design a program to meet their needs. Consider their age, credit status, and so forth.

Start where the student is "at." If they are not attending at all, try to get them in school for an hour or two to start—it's better than nothing at that point.

Consider alternative programming.

Involve the student in planning his or her program. Consider his or her suggestions and try to include those when at all possible.

Lots of parent involvement—work together.

Some counties are very supportive; work with your resources, whatever they are.

Try to find out "why" they are truant—if they need an alarm clock, get them one; if they need transportation, provide it.

When they do attend, reinforce that—make them *want* to come back. Don't lecture or hassle—let them know you are glad they're here!

Make sure you know his or her status—is the student still in the community? If the student is over 18, does the student have any interest in returning? Are there some health problems, pregnancy, school phobia, psychological problems, and so forth?

12. **You have a student that you suspect or know is abusing drugs or alcohol.**

Talk with the student about the concerns—be specific and stick to what you know is fact. Do not accuse, but express that you care and are worried.

Make appropriate referrals—to counselor, school social worker, school psychologist, community agencies, and so forth.

If the student is under the influence, send them home. You cannot deal with them at that moment.

Involve the parents.

Provide information to all students about sources of help.

Do not enable the student—make the student responsible for his or her own behavior.

13. **A student is verbally aggressive and defiant, and/or physically aggressive.**

Try to remain calm. If you must use physical restraint, make sure you know how to do it correctly and make sure you have another adult involved for back-up.

If the student is assaultive, file charges. Sometimes that is the only way to get the needed services.

Be proactive—try to prevent situations from escalating.

If you have a good program and kids want to be there, that is often a big help.

Teach alternatives to aggression.

If the student is beginning to escalate, it may be a good idea to switch activities, redirect the energy, move the other students out, and so forth

Use humor. It helps.

Do not allow yourself to get sucked into an argument. Refuse to play their game.

Reinforce appropriate behavior.

Sometimes a time-out procedure is helpful.

Do not take it personally.

Review the IEP to see if changes are needed. You may need to consider alternative programming if this is a pattern of behavior.

Limit choices—state your expectations firmly and calmly, and do not allow debate about it.

Try to talk them down. Acknowledge their feelings, but try to redirect the negative behavior.

Keep students busy so that you can minimize opportunities for acting out.

Let students know up front what the consequences will be. Make sure those consequences are meaningful to them. Students cannot be with the group if they are aggressive, they lose privileges if they are aggressive, and so forth.

Reinforce other students for ignoring the verbal aggressiveness. If the student who is being verbally aggressive isn't reinforced for it, the behavior should decrease and disappear.

Do not make threats you can't carry out. Make sure you can follow through so that the student knows that.

Although you do not respond at the time, be aware of what the student is saying. Is there a legitimate complaint there? If so, you need to address that later. That is not a reason to be aggressive, but maybe some changes are needed.

School Intervention Checklist/Previous Alternatives Attempted

Student's Name	Date of Birth
School District	Today's Date
School of Attendance	Person Completing Form

Please check and comment on what has been tried with this student. Attach written documentation.

Technique	Have Tried	Date(s)	Staff Involved	Result
Teacher consulting with child in regard to his/her interests				
Defining student's limits				
Positive reinforcement program				
Tutoring				
Contracting				
Seating change				
Isolation/time-out				
Principal's intervention				
Detentions				
Suspension notices				
Special education support services consultation with teacher				
Parent conferences				
Home/school checklist				
School counseling				
Schedule modification				
Instructor(s) change				
Social service involvement				
Counseling (outside)				
Family therapy (outside)				
Credit status				
Other				

BEST COPY AVAILABLE

Appendix B2

School Intervention Checklist/Previous Alternatives Attempted

Student's Name	Date of Birth
School District	Today's Date
School of Attendance	Person Completing Form

Please check and comment on what has been tried with this student. Attach written documentation.

I. Overall Classroom Environment and Management. These are interventions that manipulate general aspects of the individual student's social and/or physical environment.

Technique I	Have Tried	Date(s)	Staff	Result
Placing students at a more appropriate skill and achievement level.				
Using teaching approaches that correspond to student's learning style.				
Using appropriate age, experience, and interest level materials and activities.				
Providing routine schedules of feedback to the student.				
Designing special seating for grouping arrangements.				
Enforcing and communicating classroom and school rules consistently and fairly.				
Establishing clear and meaningful classroom rules.				
Providing flexibility in the classroom organization and structure.				
Changing or varying the assignment and activity pace.				
Modifying attitudes of and expectations for students.				
Using classroom mental health/developmental guidance programs, materials, and concepts.				

II. Individual Student Management and Programming—focusing on specific student's objectives.

Technique II	Have Tried	Date(s)	Staff	Result
Changing the student's schedule/instructor				
Moving student to a different school				
Using peers as models or tutors				
Teacher tutoring				
Using building staff members as models				
Assigning the student to tutoring or modeling responsibilities				
Planning peer group influence (pressure and support)				
Providing special recognition or acknowledgment				
Removing specific interventions or expectations to assess their effectiveness				
Using "time-out" periods in the classroom				
Using study carrel or study area				
Using a positive reinforcement system (tangible, intangible)				
Using a school/home checklist				
Assigning student to special responsibilities in the classroom				
Contracting with student				
Principal's intervention				
Pupil services consultation with teacher				
Peer consultation—building level teams				
Parent conferences				
Chapter I programming				
At-risk programming				
Gifted programming				
Vocational, Technical & Adult Education programming				
Detentions				
In-school suspension				
Other: ______ ______ ______				

III. Therapeutic Interventions—designed to change specified personal/social behavior by developing an interpersonal relationship with student.

Technique III	Have Tried	Date(s)	Staff	Result
School counseling program and/or psychological services				
School social work services				
Allowing a time and place for student to vent				
Using the fine arts as an expressive outlet and as an impetus for discussion and self-revelation				
Relating to the student with an accepting, nonjudgmental attitude				
Assigning specific social interaction experiences to the student				
Medical/psychiatric services				
County social services				
Clinical counseling				
Family therapy				

IV. Interventions that are not recommended and are typically ineffective in improving behavior but that are commonly used.

Technique IV	Have Tried	Date(s)	Staff	Result
Suspensions				
Grade retentions				
Failing grades				
Incomplete grades				

BEST COPY AVAILABLE

Sample Multidisciplinary Team Report

Student's Name	Date of Birth	Sex ☐ M ☐ F	Grade
Parent/Guardian	Address		Telephone *Area/No.*

Date of Referral	Type of M-Team ☐ Initial ☐ Re-evaluation	District of Residence	Date of M-Team Meeting

Attach Additional Pages if Necessary

A. **Examination of Existing Data**

1. Summary of documentation from referral source.

2. Summary of report of educational performance.

3. Summary of description of previous interventions.

4. Summary of health factors.

5. Summary of social behavior.

6. Student's ability to acquire information via different media.

B. **Summary of Consultation with Parent(s)**

M-TEAM DETERMINATION OF EXCEPTIONAL EDUCATIONAL NEED

There must be a handicapping condition and a need for special education to be EEN.

A. Does the child have one or more handicapping conditions? ☐ Yes ☐ No

1. The handicapping condition is:

☐ Cognitive disability or other developmental disability
☐ Learning disability
☐ Emotional disturbance
☐ Speech or language handicap
☐ Orthopedic impairment
☐ Other health impairment
☐ Visual handicap
☐ Hearing handicap
☐ Autism
☐ Traumatic brain injury

2. Documentation of eligibility criterion in PI 11.35 having been met for each of the identified handicapping condition(s).

B. Does the child need special education due to the handicapping condition(s)? ☐ Yes ☐ No
Documentation of the need for special education.

C. Recommendations regarding what related services the child may need.

☐ Occupational therapy
☐ Physical therapy
☐ Transportation
☐ Counseling
☐ Audiology
☐ Other *Specify* ______________________________
☐ Psychological services
☐ Recreation
☐ School health services
☐ Social work services
☐ Parent counseling/training
☐ Other *Specify* ______________________________

Statement of reasons for the recommendation for related services.

M-TEAM DETERMINATION OF EXCEPTIONAL EDUCATIONAL NEED Cont.

If the child does not have an exceptional educational need:

A. What are the child's nonexceptional educational needs? (Areas of educational need that do not qualify as EEN)

B. What other programs may benefit the child (include information about those programs or services)?

M-team members (each member must submit an individual evaluation report).

Name and Title	Employing Agency	Signature	Agree	Disagree	Report Filed

Alternative M-team reports from those members disagreeing with these findings must be submitted. Each member of the M-team must sign an M-team report with which he or she is in agreement.

Others present (parent, guardian, advocate, interpreter, consultant, student) *Name and Position/Title*

DIRECTOR/DESIGNEE ACTION

A. This M-team report meets the requirements of s. PI 11.04 and

☐ 1. is agreed to by a majority of the M-team members.

OR

☐ 2. I have met with the M-team and accept this report, which has been agreed to by less than a majority of the M-team.

☐ B. Returned to the M-team for further consideration and action on ____________________.

☐ C. This report is not approved.

Signature of Director/Designee ➤	Date

BEST COPY AVAILABLE

Eligibility Criteria for Emotional Disturbance

In order to meet the eligibility criteria for emotional disturbance (ED) in Wisconsin, a child must exhibit (1) a pattern of behaviors indicative of emotional disturbance that occurs (2) across settings, is (3) severe, chronic, and frequent, and (4) significantly interferes with the child's total educational program.

Discussion of these criteria in PI 11.35

(1) The following behaviors, among others, may be indicative of emotional disturbance:

a. An inability to develop or maintain satisfactory interpersonal relationships.
b. Inappropriate affective or behavioral response to what is considered a normal situational condition.
c. A general pervasive mood of unhappiness, depression, or state of anxiety.
d. A tendency to develop physical symptoms, pains, or fears associated with personal or school problems.
e. A profound disorder in communication or socially responsive behavior, e.g., autistic-like.
f. An inability to learn that cannot be explained by intellectual, sensory or health actors.
g. Extreme withdrawal from social interaction or aggressiveness over an extended period of time.
h. Inappropriate behaviors of such severity or chronicity that the child's functioning significantly varies from children of similar age, ability, educational experiences and opportunities, and adversely affects the child or others in regular or special education programs. (PI 11.35(2)(g)3 a-h)

(2) "...and are manifested in 2 or more of the child's social systems, e.g., school, home, or community..." (PI 11.35(2)(g)3). "The condition denotes intraindividual and interindividual conflict or variant or deviant behavior or any combination thereof, exhibited in the social systems of school, home and community..." (PI 11.35(2)(g)2).

(3) "However, the handicapping condition of emotional disturbance shall be considered only when behaviors are characterized as severe, chronic or frequent..." (PI 11.35(2)(g)3).

(4) "Emotional disturbance is characterized by emotional, social and behavioral functioning that significantly interferes with the child's total educational program and development including the acquisition or production, or both, of appropriate academic skills, social interactions, interpersonal relationships or intrapersonal adjustment." (PI 11.35(2)(g)2).

Please Note: The educational definition of ED does not postulate the cause of that emotional disturbance (PI 11.35(2)(g)4).

ED may co-exist with, or occur as a result of other handicapping conditions, such as LD, CD, PH/OHI, or Speech/Language (PI 11.35(2)(g)6).

> An M-team referral for suspected emotional disturbance may be indicated when certain medical or psychiatric diagnostic statements have been used to describe a child's behavior. Such diagnoses may include but not be limited to autism, schizophrenia psychoses, psychosomatic disorders, school phobia, suicidal behavior, elective mutism or neurotic states of behavior. In addition, students may be considered for a potential M-team evaluation when there is a suspected emotional disturbance, who are also socially maladjusted, adjudged delinquent, dropouts, drug abusers or students whose behavior or emotional problems are primarily associated with factors including cultural deprivation, educational retardation, family mobility or socio-economic circumstances, or suspected child abuse cases (PI 11.35(2)(g)7).

Eligibility Criteria for Learning Disabilities

LD criteria that must be addressed on M-team reports (found in full in PI 11.35(2)(f))

1. Normal or potential for normal intellectual functioning
   - above -1 S.D. on single score test
   - verbal or performance score of 90 or above on a multiple score instrument
   - appropriate test administered by qualified person
   - includes professional judgment of M-team

2. Significant discrepancy between expected achievement and functioning achievement
   - 50 percent (Use modified Bond and Tinker formula: Full Scale I.Q. x number of years in school = expected achievement.)

     Discrepancy must be:
     - two or more areas of reading, spelling, written language, or mathematics.
     - mathematics only, accompanied by less significant discrepancy in other basic skill areas.
     - close to 50 percent with significant sub-skill variance.
   - for child with less than two years of formal education: significant discrepancy defined as one-year delay in receptive and expressive language and fine motor skills. (Formula is not appropriate.)
   - achievement levels determined by professional judgment of M-team and based on:
     - formal assessment
     - informal assessment
     - observation
     - documentation of prior interventions

3. Evidence of in-child deficit
   - Work with child divulged evidence of with-in child deficit, for example
     - strong semantic analysis and reading comprehension skills with extremely weak decoding skills
     - outstanding recall of science or math concepts with limited ability to memorize alphabet, months, dates, or other series of information.
   - Child's learning problems cannot be explained by exclusionary factors.

4. Learning problems are not the result of exclusionary factors such as
   - poverty, neglect, delinquency, social maladjustment, cultural or linguistic isolation, inappropriate instruction;
   - other handicapping conditions;
   - extended absence, continuous inadequate instruction, curriculum planning, or instructional strategies;
   - motivation; or
   - functioning at grade level but with potential for greater achievement.

Eligibility Criteria for Cognitive Disabilities

CD criteria that must be addressed on M-team reports (found in full in PI 11.35(2)(a))

1. Significantly subaverage intellectual functioning
   - mild -2 to -3 S.D., moderate -3 to -4 S.D., severe -4 to -5 S.D., profound -5 S.D. and below.
   - children between -1 and -2 S.D. on an individual intelligence test may be determined to be borderline cognitively disabled on a selective basis if they
     - — exhibit pervasive depressed mental development similar in nature to children testing below -2 S.D.,
     - — have concomitant lags in cognitive, adaptive and achievement abilities,
     - — have exhibited cognitive disability as documented in their developmental and school history, and
     - — are expected to have the condition indefinitely.

2. Adaptive functioning in lower 2 percent of age group on formal/informal criterions, scales, and data in ability to
   - interact with others,
   - manipulate objects and tools,
   - move about in the environment, and
   - otherwise meet the demands and expectancies of the general society and environment.

   In addition, the child's adaptive abilities are in the lower 2 percent of peer and age group on the reference criterion particular to specific socio-cultural community.

3. Academic functioning
   - Age 3-5—1.5 years behind a normative language, perception, and motor development criterion.
   - Age 6-9—2 years or more below normal grade achievement expectancies in language, motor and basic skill subjects, for example, reading and mathematics.
   - Age 10-14—3.5 years or more below normal grade achievement expectancies in language, motor and basic skill subjects, for example, reading and mathematics.
   - Age 15-20—5th grade or below in achievement in language, motor and basic skill subjects, for example, reading and mathematics.

4. In determining cognitive disability the evaluators will identify those children who are cognitively disabled in conjunction with depressing socio-cultural influences.

Exceptional Education Information Update—Bulletin No. 93.1

DATE: February 1993

TO: District Administrators, CESA Administrators, CHCEB Administrators, Directors of Special Education, Special Education Program Designees, Directors of Pupil Services, Directors of Instruction, Local Vocational Education Coordinators, and Other Interested Parties

FROM: Juanita S. Pawlisch, Ph.D., Assistant Superintendent
Division for Handicapped Children and Pupil Services

SUBJECT: New IEP Transition Planning and Service Requirements

This bulletin is to alert all secondary administrators, educators, and pupil services staff of new federal regulations that affect current implementation of the Individuals with Disabilities Education Act (IDEA). The revised legislation requires significant involvement of high school disciplinary staff, community agency staff, and the individual student when planning and delivering transition services. **All** students with disabilities must receive these services through their individualized education program (IEP) by age 16. The department will be monitoring districts for their compliance with the new regulations and this bulletin will assist to clarify the requirements.

Students with disabilities specified in Subchapter V of Chapter 115, Wis. Stats. and IDEA amendments are "any person under the age of 21 years... with the following conditions... (who) may require educational services to supplement or replace regular education:

1. Physical handicap,
2. Cognitive disability or other developmental disability,
3. Hearing handicap,
4. Visual handicap,
5. Speech or language handicap,
6. Emotional disturbance,
7. Learning disability.
8. Autism
9. Traumatic brain injury
10. Other health impairment."

As described in Exceptional Education Information Update Bulletin No. 91.6, amendments to IDEA, formerly known as the Education of the Handicapped Act (EHA), took effect October 30, 1990, and require that all students with disabilities, at least by age 16, have transition services provided to them. The planning for the delivery of transition services to students with disabilities must occur through the IEP and include multi-disciplinary and multi-agency responsibilities and coordinated instruction, community experiences, employment objectives, and other post-school adult living objectives. The responsibility to provide appropriate transition services to students with disabilities is to be a shared responsibility among general educators, vocational educators, employment specialists (including DVR), post-secondary educators, social service and mental health specialists, and special educators.

Federal rules to implement IDEA were announced September 29, 1992, and took effect November 13, 1992. In order to effectively implement these requirements, educators will need to reconceptualize the delivery of special education at the secondary level; school and community agencies' administration will need to change and develop transition policies; and school administration will need to provide leadership to ensure the inclusion of students with disabilities in all high school programs that will improve their successful transition from school to post-secondary education and training, employment, and independent living. The following numbered requirements are excerpts from the rules pertinent to transition:

1. Anytime the IEP committee considers transition services (as defined in the legislation), it MUST

   - make "when appropriate, a statement of the interagency responsibilities or linkages or both" for transition services, (20 U.S.C. 1401 (a)(20))
   - "invite a representative of any other agency that is likely to be responsible for providing or paying for transition services" to the IEP meeting, (34 C.F.R. 300.344 (C)(1)(ii))
   - in the event that the agency does not attend, "take other steps to obtain the participation of the other agency in the planning of any transition services," and (34 C.F.R. 300.344 (c)(3))
   - invite the student to the meeting. (34 C.F.R. 300.344(c)(1)(i))

   Suggestions to implement this requirement:

   Under IDEA, the school district is the agency responsible for initiating the multi-agency linkages and multi-disciplinary collaboration for transition services through the IEP process. In order to achieve this, districts will need to provide training opportunities to their staff that apprise them of existing community agencies and respective responsibilities for transition services. This is best accomplished through participation in other agencies' training programs, or by presentations to school staff from professionals from community agencies.

   In order to effect multi-disciplinary and multi-agency collaboration in the IEP, it is necessary to develop at the administrative level, interdepartmental policies and interagency agreements that define the process, allocate the staff, and commit the time and resources to services. Practically speaking, a classroom teacher neither has the time to coordinate all the transition components of an individual student's IEP, or the authority to appoint colleagues and community agency staff to the IEP committee. Further, the school district cannot commit the resources of another community agency to assist the student in the transition process. The Department of Education foresaw this dilemma and addressed it in this comment:

   > The Secretary recognizes that LEAs do not have the authority to commit the resources of another agency. However, the SEA is responsible—through the use of interagency agreements required under 34 CFR 300.152, or other means—to ensure that services that would have been provided by other agencies will continue to be provided, either by those agencies, or by the

> LEA responsible for providing FAPE to the child. In accordance with 34 CFR 300.150, **States may not permit LEAs to use funds under this part to provide or pay for services that would have been paid for by a health or other agency pursuant to policy or practice but for the fact that these services are now included in a student's IEP...** (emphasis added)

The following are suggestions for specific content of agreements:

- Role of local agency staff in IEP development
- Agency services for students still in school
- Agency eligibility qualifications for EEN students
- Process for contacting agency, referring students
- Funding issues, contracting
- Confidentiality protections
- Role of school in Individual Written Rehabilitation Plan, Individual Service Plan, and Individual Treatment Plan development
- Qualification process for Supported Employment for EEN students
- Qualification process for subminimum wage
- Age limitations
- Social Security Administration involvement
- Post-secondary education services for EEN students: application procedures, entrance tests, adaptations, financial planning assistance, recruitment of EEN students
- Commitment to support services
- Process for EEN students taking university/VTAE courses while still in high school
- Process for EEN students becoming apprentices
- Application of the American's with Disabilities Act requirements to EEN students' programs, work-study, community involvement
- Transition process for EEN students in corrections, Child Caring Institutions, hospitals, and to and from community
- Job Training Partnership Act programs relationship to schools
- Process for student follow-up, and transition services evaluation

Students should be prepared for their participation at their IEP meeting through their special education program and should be invited to attend through a notice similar to the one their parents receive. Districts will need to provide students with disabilities a relevant career education program and a self-advocacy curriculum, which includes their rights under federal laws. Districts must prepare students to choose realistic transition goals in their own program development, and to demonstrate self-sufficiency and adult responsibility after high school.

2. When the IEP committee will be considering transition services (always by age 16), the parent must be notified of the fact and that their child will also be invited. (34 CFR 300.345 (b)(2)(ii))

Suggestions to implement this requirement:

Districts need to add to their parent notices of IEP meetings that transition services will be discussed, specific community agencies will be invited to attend, and their child will be invited to attend.

3. The "coordinated set of activities" for transition services which the IEP committee develops must "be based on the individual student's needs, taking into account the student's preferences and interests..." (34 C.F.R. 300.18 (b)(1))

   Suggestions to implement this requirement:

   In order for students with disabilities to make realistic career choices, express their preferences and interests, and be prepared for post-secondary education, adult living, and employment as required, they need to have been included, according to the IEP committee's individually tailored program, in a relevant developmental career education program K-12 (Wisconsin Developmental Guidance Model) and an Education for Employment program which are mandated for all students in Wisconsin. Unfortunately, many students with disabilities have not been included in these programs. District policies should ensure that by age 16, EEN students receive career education which includes all the mandated content and prepares them for the programming decisions they must make.

   The rules require inviting the student to express her/his preferences at the IEP meeting. The IEP committee must take into account the student's preferences. If the student does not attend the IEP meeting, the district must "take other steps to ensure that the student's preferences and interests are considered." (34 C.F.R. 300.344 (c)(2))

4. The transition services the IEP committee designs **MUST** include "needed activities in the areas of:
   - instruction,
   - community experiences,
   - the development of employment objectives,
   - the development of other post-school adult living objectives,
   - if appropriate, acquisition of daily living skills,
   - if appropriate, functional vocational evaluation,"

   or document why not. (emphasis added) (34 C.F.R. 300.18 (b)(2) and 300.346(b)

   Suggestions to implement this requirement:

   A. **Instruction—**Suggested Curricular Areas

      1. Financial Management
      2. Career and Vocational Education
      3. College Preparatory
      4. Daily Living Skills (When Appropriate)
      5. Recreation, Leisure Skills
      6. Transportation, Mobility
      7. Self-advocacy
      8. Job Finding
      9. Personal/Family Relationships

   B. **Community Experiences—**Suggested Activities

      1. Work-study
      2. Youth Apprenticeships
      3. Job Shadowing
      4. Work Site Visitations and Presentations
      5. Public Transportation Experiences

6. Shopping Experiences
7. Recreation Experiences, Clubs
8. College and Technical School Experiences
9. Apartment/House Management Experiences (Maintenance, Financial, Domestic, Personal Skills)
10. Adult Service Agency Experiences
11. Volunteer Experiences—Youth Service
12. Child Care
13. Student Organizations

C. **Employment Objectives—**Suggested Options

1. Competitive Employment—No Support
2. Competitive Employment—On the Job Training
3. JTPA Programs
4. District Co-op Programs
5. Work-study
6. Youth Apprenticeships
7. Junior Achievement
8. Entrepreneurial Model
9. Job Corps
10. Supported Employment
11. School Based Training
12. Transitional or Time-Limited Employment Training
13. Supported Job—Subminimum Wage (Approval through the Department of Industry Labor and Human Relations and U.S. Department of Labor)
14. Supported Job—Targeted Jobs Tax Credit
15. Enclave Model
16. Mobile Work Crew
17. Full-time/Part-time
18. Job Sharing
19. Job Creating
20. Job Placement Services
21. Job Matching
22. Job Counseling

D. **Post-school Adult Living Objectives—**Suggested Options

1. Independent Living (No Need for Support)
2. Independent Living (Time-Limited Support)
3. Independent Living (Ongoing, But Infrequent Support)
4. Independent Living (Daily Support)
5. Supervised Apartment
6. Group Home Living (Supervision)
7. Group Home Living (Supervision and Training)
8. Group Home Living (Skilled Nursing)
9. With Roommate
10. With Family or Relative
11. Semi-independent Living Services
12. Intermediate Care Facility (ICF)—On-going support
13. Waivered Services

14. Adult Foster Care
15. Adult Nursing Home
16. Long Term Support Services
17. Community Options Program
18. Family Support Program

E. **Daily Living Skills** (When Appropriate)—Suggested Curricular Areas

1. Self-advocacy, Assertiveness Training
2. Parenting
3. Community Resource Utilization
4. Citizenship—Awareness, Participation
5. Money Management
6. Meal Preparation
7. Housekeeping and Maintenance
8. Self Care—Hygiene
9. Recreation, Leisure
10. Purchasing Food and Clothing
11. Mental health
12. Physical health

F. **Functional Vocational Evaluation**—(when appropriate)

Another definition of "functional" assessment is the popular term, "authentic" assessment. For many students with disabilities, standardized vocational assessment, including interest inventories, are invalid, unreliable, and in some cases, discriminatory against the student's disability. In the arena of vocational assessment, the evaluation's purpose must be to improve the services and to facilitate the student's completion of a vocational education program. The assessment must focus on the interactions of the student with instructors, peers, and employers. Training needs, work demands, environments, and necessary adaptations are also key issues.

There is no magic recipe for a functional vocational assessment since it is based on the concept of measuring student performance on actual job tasks or vocational activities in a realistic, authentic environment. For those occupationally specific tasks, the assessment should be conducted by the vocational educator or employer. The functional vocational assessment should provide information about the student's preferences, behavior, learning style, need for assistive devices, initiative, communication needs, physical and mental endurance, medical status, transportation needs, specific work skills, and specific methods of training and instruction needed.

All assessment should be conducted within the context of the multi-disciplinary team (M-Team) evaluation and IEP; recorded in the "present levels of performance" or "evaluation" sections of the IEP document; utilized to measure student progress, appropriateness of program, and need for modifications in program to enhance student success; communicated to students to assist them to understand their strengths, limitations, the job market, and make career decisions; and be discussed with instructors, guidance counselors, employers and community service staff to provide necessary supports and adaptations for successful vocational experiences.

5. Rehabilitation counseling services are related services and must be provided by qualified personnel, when determined by the IEP committee as necessary for the student to benefit from special education, "in individual or group sessions that focus specifically on:

   - career development,
   - employment preparation,
   - achieving independence,
   - and integration into the workplace
   - and community, of a student with a disability." (34 C.F.R. 300.16(b)(10))

   Suggestions to implement this requirement:

   In the comment section of the rules the Education Department states:

   > The Report of the House Committee on Education and Labor on Public Law 101-476 describes rehabilitation counseling as an important related service in special education, as well as an important transition service in preparing students with disabilities for employment or postsecondary education. In addition, the report states, 'It is the intent of the Committee that rehabilitation counseling...be provided to all students with disabilities for whom this service is necessary for the achievement of the individualized education program.'
   >
   > Because 'rehabilitation counseling services' is a type of related service under 'counseling services' in part B, public agencies must provide that service to any student with a disability, if the IEP team determines that the service is required to assist the student to benefit from special education. As indicated in the comment that follows, rehabilitation counseling may be provided by existing LEA staff, if they are qualified under (the rules) to provide those services in areas appropriate to their disciplines.
   >
   > The Secretary believes that existing school staff (e.g., prevocational counselors, work-study coordinators, or special education teachers), who are qualified... should be permitted to provide rehabilitation counseling services appropriate to their disciplines.

   It is generally recommended that school districts view and utilize rehabilitation counseling in a manner similar to guidance counseling and school social work services. Rehabilitation counselors assigned to the school role should have caseloads determined by the extent of individual students' needs. The fiscal and administrative issues of which agency or party (school, DVR, or third party) is responsible for providing and/or funding rehabilitation counseling services may need to be addressed locally through formal interagency agreements.

6. Assistive technology devices and services **MUST** be provided if the IEP committee determines they are necessary. (34 C.F.R. 300.308)

   Suggestions to implement this requirement:

   Assistive technology is an important rule because of the concomitant responsibilities of medical and rehabilitation agencies to fund, evaluate the need for, and provide assistive technology services and devices. The rule on assistive technology service specifically cites "coordinating... other... services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs," which is part of the transition process. (34 C.F.R. 300. 6(d))

The Department of Education's comments to this rule in part state:

> The requirement in the (rule) limits the provision of assistive technology to educational relevancy—i.e., an assistive technology device or service is only required if it is determined, through the IEP process, to be
>
> 1. special education, as defined in (the rules),
> 2. a related service, as defined in (the rules), or
> 3. supplementary aids and services required to enable a child to be educated in the least restrictive environment.
>
> The Secretary believes that the (rules) limit the provision of assistive technology devices and services to those situations in which they are required in order for a child to receive FAPE...
>
> Procedures for determining the need for assistive technology services... is... part of the individual evaluation of each child (M-Team), ...done by qualified individuals. ...IDEA funds... may be used to obtain the necessary expertise, and, if appropriate, to train existing school personnel.

Recommended Professional Library for ED Teachers

Chapter 115, Wis. Stats.

PI 11, Administrative Code implementing chapter 115

Other relevant DPI publications including those on suicide, alcohol and other drug abuse, school counseling, vocational education, transition, ED assessment, LD assessment and programming, and so forth.

Council for Exceptional Children Publications, including journals of the various divisions
1920 Association Drive
Reston, VA 22091

Diagnostic and Statistical Manual, 3rd Ed., Revised (DSM III-R)
American Psychiatric Association
1400 K Street NW
Washington, DC 20005

Local School Board Policies and Procedures

Index of Wisconsin School Laws

Physicians' Desk Reference (PDR). This reference book is published annually and lists the various medications available including side effects, and so on. Access to this information is generally available through libraries, public health and school nurses, and physicians.

Relevant journals. Check the periodicals section of the local library and/or the library at a nearby college or university to see the journals that are available and might be useful.

Other professional materials such as college textbooks, resource guides, and so on related to special education and general education.

Tasks/Duties for ED Program Support Teachers (T7) and Diagnostic Teachers (T8)

This list was intended for use as a menu of possibilities when developing a job description for program support teachers. Some of the tasks are also appropriate for diagnostic teachers (see further explanation following the listings).

The role and general responsibilities of program support teachers are described in PI 11.21(5) and 11.21(5)(a) as follows:

> "The role of the program support teacher shall be to provide for implementation of direct services to children with EEN as contrasted to administrative decision-making or supervision of teaching personnel. The purpose of this position is to assist the special education administrative/instructional personnel in the development, implementation and evaluation of programs and services in the program area."
>
> "The primary responsibility shall focus upon services to children with EEN and to special education and regular education teachers in the areas of diagnosis and intervention procedures, classroom management, curriculum development, instructional methods, educational diagnosis and instructional materials and equipment."

Specific responsibilities for program support teachers are listed in PI 11.21(5)(b)1-9. Those specific responsibilities are listed below, with additional definition and suggestions for activities related to the responsibilities:

1. **Assist in educational evaluations as part of the M-team.**

   Serve as case manager (may include adhering to timelines, collecting reports, completing M-team summary report, documenting that parents have received their rights at the appropriate points of the process, scheduling M-team); completing the ED evaluation as part of the M-team evaluation including reviewing files, completing diagnostic testing and behavior rating scales, classroom observations, diagnostic interviews, participating in M-team meetings; reviewing records and/or existing M-teams for transfer students from public school districts in Wisconsin and records for transfer students from out-of-state and/or private schools; chairing triennial evaluations; increasing teacher effectiveness in student evaluation.

2. **Review, with the special education or regular education teachers, or both, the M-team recommendations.**

   Assist in establishing consistent behavior management systems, interventions, and modifications for children not placed in EEN programs; meet with staff members to discuss the M-team results, answer questions, discuss further tasks to be completed.

3. **Assist the special education or regular education teachers, or both, in providing quality and comprehensive instruction for the children assigned to the program area.**

   Develop IEPs (including attending IEP meetings, assisting in revisions, conveying M-team information to the IEP committee, drafting IEP content), especially initial IEPs; provide consultative assistance to ED teachers regarding IEPs; assist in identifying alternatives, modifications, and so forth, for student programs; demonstrate various teaching techniques in special education classrooms, assist teachers in evaluating the progress of ED students; preview new materials/equipment and make recommendations regarding purchases including for individual classrooms, materials centers, and/or district's professional library; demonstrate materials and equipment for teachers working with ED students; assist with ongoing curriculum development; assist in adapting and modifying materials and curriculum; consult regarding behavioral interventions, especially when previously attempted interventions have not been successful; assist new and/or emergency licensed teachers set up their programs; provide ongoing assistance to new and/or emergency licensed teachers; provide consultation regarding the improvement of programs; assist classroom teachers with activities for the beginning of the school year; communicate and coordinate with program support teachers in other EEN areas; monitor classroom inventories; provide assistance to building teams on pre-referral interventions; provide assistance to ensure in the least restrictive and most appropriate educational program for ED students.

4. **Serve as a liaison between special or regular education teachers, or both, and supervisors in the special education administrative structure.**

   Assist in providing leadership for the district's programs for ED students; assist in interviewing candidates for ED positions; assist in anticipating and recommending budget priorities for ED programs; communicate information regarding policy changes, legal issues, and requirements; assist in developing staffing recommendations; assist in developing class lists and monitoring them to keep current; assist in notifying ED staff members when triennial evaluations are needed; assist in notifying ED staff when new IEP development is needed; assist in completing aide request forms; participate in grant preparation; provide data for state and federal reports; provide input into report formats and district procedures that affect ED programs; assist in the facilitation of curriculum implementation as it relates to districtwide plans, evaluations, and long-term plans; inform the special education administration regarding program needs; assist in developing and implementing pilot and alternative programs.

5. **Participate in parent conferences and training.**

   Collect and disseminate information of interest to parents regarding community resources, workshops, strategies, and so forth; share M-team and IEP information with parents who are unable to attend those meetings; provide inservice programming for parents; assist in safeguarding parents' procedural rights; work with parent groups to help develop an understanding of ED students and ED programs; participate in parent conferences as needed and appropriate.

6. **Provide inservice training for regular and special education personnel, other district personnel, parents and community personnel.**

   Plan, coordinate, conduct, and evaluate ED program staff meetings; plan, coordinate, conduct, evaluate inservice programs for ED and other school personnel; make presentations to community groups and agency personnel; disseminate relevant information to staff members; assist in coordinating with other district inservice committees, programs, and so forth; identify staff training needs; assist with new staff orientation; write, collect, disseminate articles for information and public relations; serve as a mentor for new and emergency licensed teachers; assist in supervising student teachers.

7. **Serve as a liaison with other agencies involved in programming for individual children with EEN.**

   Assist in coordinating services with community agencies; identify community resources and services and provide information to staff members and parents as needed; establish and maintain communication with community agencies, physicians, and so forth; provide information on district ED programming to community agencies.

8. **Any duties considered appropriate for the program support teacher shall be negotiated with and approved by the division.** (Note: "Division" refers to the Division for Handicapped Children and Pupil Services at DPI.)

   Other duties that might be included are: serve on appropriate district committees as a representative for, and advocate of, ED students; assist building principals in developing and implementing appropriate ED programs in their buildings; work with district support staff (school psychologists, counselors, school social workers, nurses, and so forth) to coordinate services; participate in professional development activities to improve own skills as well as disseminate information to others; crisis intervention; serve as a member of the M-team as part of the expulsion process; demonstrate team teaching; provide inservice to bus drivers, aides, and other school staff regarding ED students; follow up on truant students; prepare reports for student court appearances; assist in coordinating ED programs across the district such as between elementary and middle school, middle school and high school; assist in developing transition plans and programs; assist in safeguarding the rights of ED students; work with students on conflict resolution; conduct time limited (such as four weeks, six sessions) groups for students on social skills, self-advocacy, alcohol and other drug abuse issues, and so forth (this could be done with the classroom ED teacher and/or support staff); assist in providing information for regular education administration and school board; and consult with ED teachers to support their programs; visit other districts, alternative programs, and so forth to get ideas for implementation in own district.

9. **Provide services to children with EEN who are returned full- or part-time to regular classes.**

The role and general responsibilities of diagnostic teachers are described in PI 11.25(5) and 11.25(5)(a) as follows:

> "The role of the diagnostic teacher shall be to provide for implementation of direct diagnostic/consultative services to children with suspected and identified EEN as contrasted to administrative decision-making or super-

> vision of teaching personnel. The purpose of this position shall be to assist with special education administrative/instructional personnel and regular education teaching staff in the evaluation and instructional planning for children with suspected and identified EEN."
>
> "General responsibilities shall focus upon providing diagnostic services to children with suspected and identified EEN..."

Specific responsibilities for diagnostic teachers are those responsibilities stated in PI 11.21(5)(b)1-8, and discussed above.

This list was developed in April 1992 by program support teachers, diagnostic teachers, and others from Antigo, Appleton, Beloit, CESA 2, CESA 5, CESA 6, CESA 8, Cudahy, Fond du Lac, Eau Claire, Green Bay, Janesville, Kenosha, Oshkosh, Racine, Racine County, Sheboygan County, Stevens Point, Waukesha, and Wauwatosa.

Exceptional Education Information Update—Bulletin No. 89.10

DATE: November 1989

TO: District Administrators, CESA Administrators, CHCEB Administrators, Directors, Designees of Special Education, and Other Interested Parties

FROM: Victor J. Contrucci, Assistant Superintendent
Division for Handicapped Children and Pupil Services

SUBJECT: Special Education Program Aides

The Division for Handicapped Children and Pupil Services has received many requests for information regarding the use of special education program aides. As a result of these requests the DHCPS is providing the following information to you in the form of answers to commonly asked questions.

Statutory Authorization

Section 115.83(1)(b) of the Wisconsin Statutes states that a school board, board of control of a cooperative educational agency or, upon authorization of the county board, a county handicapped children's education board may:

(b) Employ, for a special education program,..., paraprofessionals,.

Administrative Rules Regarding the Use of Special Education Program Aides

PI 11.29 of the Wisconsin Administrative Code covers the following areas:

(1) POLICY. To ensure that all instructional units have adequate support services the LEA may utilize a special education program aide when appropriate. It is not the department's intent that all units are provided with a special education aide.

(2) ELIGIBILITY. Eligibility for a special education program aide shall be based on the following:

(a) Evidence of an enrollment increase beyond the recommended maximum in the particular program type/level of program unit.

(3) EXCEPTIONS. Exceptions shall be approved based on the following:

(a) Evidence that use of a special education program aide is necessary to assist with certain children who might otherwise be difficult to manage or difficult to educate.

(b) Evidence that use of a special program aide is necessary on school buses to assist in management control where there are reported problems and the safety of the children is a factor.

(c) Evidence that a special education program aide is necessary to assist a physically handicapped child to accommodate to a regular classroom situation.

(d) Exceptions covered under PI 11.29(3)(a)(b)and (c) shall require prior approval from the division.

(4) REIMBURSEMENT. The department shall reimburse the employing LEA for the salary and fringe benefits of certified special education program aides ... when the following criteria are met:

(a) For the first year, a written plan shall be submitted by the LEA to the program area supervisor. The program plan shall include the following elements:

1. Program rationale.
2. Clearly articulated need.
3. Aide role and function.
4. Work schedule.
5. Any other information requested by the division.

(b) Need for this position shall be reviewed yearly.

(c) Reimbursement of this position shall be contingent upon prior approval of the program supervisor.

(5) SPECIAL EDUCATION PROGRAM AIDE REQUIREMENTS. The individual shall hold a 3 year license as a special education program aide. An individual holding a license to teach in regular or special education shall not be required to obtain a license as a special education program aide.

(6) SUPERVISION. In the classroom, special education program aides shall be under the direct supervision of a certified special education teacher. In cases where special education program aides are not functioning in the classroom, they shall be under the supervision of a director or supervisor or both.

(a) Use of this position shall not reduce, remove, or transfer the teacher's authority or responsibility.

Answers to Commonly Asked Questions

1. **Is a special education program aide the same as a paraprofessional?**

The Department only issues a special education program aide license (883). Aides who work with regular education students do not need a license. There are several titles which are used locally to refer to special education program aides. Some of these are: paraprofessional, handicapped aide, health aide, health-care aide, therapy aide, and transportation aide. The DHCPS acknowledges that some local educational agencies delineate different roles and responsibilities for these individuals; however, whatever their title, they all have the same license (883) and provide support services to the special education teacher or to a handicapped child or children.

2. **What are some of the duties of the special education program aide?**

   The special education program aide works under the direction of the special education teacher to carry out activities which may include following examples:

   a. Activities related to the instructional program such as reviewing study assignments with the students or other such activities to reinforce the instructional program.

   b. Assisting the special education teacher in the preparation, distribution, collection of materials.

   c. Assisting individual students in following the directions of the teacher.

   d. Assisting in the feeding, toileting, dressing, and movement of students who are not able to carry out these tasks alone or who are developing self-help skills.

   e. Assisting in maintaining behavior control of children who may need to be closely monitored.

3. **Can the special education program aide assume the duties of the teacher when the teacher is not present?**

   No, the aide cannot assume the duties of the teacher. Utilization of the aide is in no way meant to obviate or diminish the responsibilities that are within the purview of the teacher. Materials presented to the pupils for learning opportunities must be developed by the teacher, the mode of presentation must be selected and directed by the teacher, and the method of assessment and the evaluation of attainment of the goals and objectives must be directed by the teacher. The teacher is responsible for the determination of the successful completion of the unit of learning. The selection of the curriculum goals and objectives, strategies and methodology, and the gradation of the student remains the responsibility of the teacher.

4. **Would the special education program aide with a teaching license be able to assume more of the teacher's responsibilities than an aide with an 883 license?**

   The person has been contracted to be employed as an aide, the position has been approved by the DHCPS as an aide, and, therefore the aide must abide by the job description for the aide position.

5. **Where are the duties of the special education program aide spelled out?**

   The duties of the aide should be spelled out in the written job description for the position. These duties should clearly reflect that the aide position is supportive to the instructional program responsibilities of the teacher. The job description should also indicate the individual or individuals who will provide the supervision of these duties by the aide. The school administration should ensure that the school liability policy covers the activities of the aide.

6. **What is meant by direct supervision and general supervision of the special education program aide?**

   Although not specifically defined in the statutes or administrative rules relevant to aides, the term direct supervision is interpreted to mean immediate availability to continually coordinate, direct and inspect first hand the practice of the aide. Generally, this direct supervision will be available at the location of the activity. Daily supervision or the availability of direct immediate contact between the aide and the special education teacher by telephonic or other means of communication would be the minimum standard for direct supervision. General supervision is interpreted to mean regular coordination, direction, and inspection of the practice of the aide. The system coordination, direction, inspection and the time frame would be the professional responsibility of the special education teacher and the aide dependent upon the skills possessed by the aide.

7. **Can the special education program aide, under the code, remain at school implementing the special education teacher's lessons while that classroom teacher is at another site in the community?**

The aide can remain at school and monitor the students' activities following the teacher's directions. However, there must be an individual available for the aide to go to if there are problems and, in this type of situation, the direct supervisor of the aide would be the principal of the building, director of special education or, in some cases, another teacher. There must be the opportunity for the classroom teacher and the aide to have at least two daily discussions. The responsibility for the selection of the curriculum, objectives, evaluation criteria, and gradation of the pupil remains the responsibility of the teacher.

8. **Is the special education program aide permitted to supervise and instruct a group of EEN students?**

No, the aide does not supervise (direct) or instruct (teach) EEN students. The aide can monitor (remind or caution) students.

9. **Can the special education program aide monitor EEN students in the community while the special education teacher remains at school or another site.**

Yes, the aide can monitor students in the community if the activities are directly supervised by a teacher, director of special education or other administrator. There must be a place for the aide to go for immediate direction if problems should arise and there must be an assurance that adequate daily discussions take place between the teacher and the aide. In the case of a student or a group of students functioning in a situation outside the classroom, the special education teacher remains responsible for the determination of the successful completion of the unit of learning. The selection of the curriculum, objectives, goals, evaluation criteria, and gradation of the pupil also remains the responsibility of the special education teacher.

10. **Can the special education program aide work in a classroom where the supervision is provided by another teacher?**

Yes, an aide may be assigned to assist EEN students when the students are outside the special education classroom and are members of another class or activity. In this case, the direct supervision of the aide would become the responsibility of the teacher in charge of that classroom or activity. The special education teacher would retain the general supervisory responsibility for the aide.

11. **Who is responsible for the supervision of the special education program aide when the aide is assigned to an individual student?**

    a. When the aide is employed to help a student who is difficult to manage or difficult to educate, this aide is still working with the special education teacher and the direct supervision of the aide is the responsibility of that teacher.

    b. If the aide is necessary to assure health and safety or management control on special transportation, this aide is not functioning in the special education classroom and therefore is generally supervised by the director of special education, designee, or special education teacher.

    c. If a special education aide is necessary to assist a physically handicapped/other health impaired student to accommodate to regular education classroom situations, the aide is directly supervised by the classroom teacher and generally supervised by the director of special education or designee.

12. **Can the special education program aide assigned to work with an individual student in the school environment be assigned to work with the student at home if the child should be placed on special education homebound instruction?**

    There are no provisions in PI 11.26(a), Wisconsin Administrative Code for the individual aide to follow the student to the home to assist during the instructional program in the home or hospital.

13. **Can special education program aides be used in a home training program such as might be found in a special education early childhood program?**

    Yes, providing the provisions relating to supervision discussed previously are met. A common approach is to have the teacher visit the home and introduce the learning activity and then to have the aide follow up for the next visit or two to reinforce the learning activity that was introduced by the teacher.

14. **What are the procedures to be followed to obtain approval for a special education program aide position?**

    First, to create the position, a request and justification for the position must be submitted to the appropriate program supervisor in DHCPS. A standard form (PI-2190) to expedite this process has been developed, a copy of which is attached. The rationale for the positions are stated in PI 11.29, Wisconsin Administrative Code. An aide position requested for a unit exceeding the minimum/maximum enrollment criteria must be negotiated with the program supervisor prior to the submission of the request. Such a position will not be approved where the enrollment has reached a point where it is apparent that another class should be started.

    Secondly, the justification for the aide position request will be submitted at a minimum on a triennial basis. However, it is important to keep in mind that the continued approval of an aide position is contingent upon the continued existence of the conditions that warranted the creation of the position.

15. **What are some of the different titles that are given to special education program aides and what are the responsibilities that are typically ascribed to these aides?**

a. "Paraprofessional" is sometimes used to refer to a special education program aide. The term is also used by some districts to differentiate those aides whose main function is to assist the teacher from aides who work with an individual child or children. The use is sometimes restricted to aides who have had two or more years of education or have completed an aide training course.

b. "Handicapped aide" or "teacher's aide" is a general term used to refer to a staff member employed to assist the teacher or to assist an individual child.

c. "Health aide" is sometimes used to apply to aides whose responsibilities are related to health or hygiene aspects such as toilet training, feeding assistance, and changing. In some districts, this title is applied to those who obtained a license based on their experience rather than their years of college education.

d. "Health-care aide" in some districts applies to those aides who provide some type of health care service to an individual child or children. Oftentimes this type of aide may be trained as a licensed practical nurse (LPN). Some of the services provided, such as clean intermittent catheterization; monitoring a ventilator; suctioning, cleansing and reinsertion of a tracheal tube; and tube feeding require that the aide be trained and supervised by a registered nurse.

e. "Therapy aide" is a term used to refer to aides who are sometimes employed to assist physical and occupational therapists to conserve their therapy service time in the building. They are used to escort children to and from the designated therapy service area; prepare a child for therapy; assist in dressing; assist in removal and replacement of prosthesis; and prepare equipment and materials. Some therapy aides may be trained COTA's, however, they are not licensed by DPI to provide any form of hands on therapy.

f. "Transportation aide" designates an aide who is employed to monitor or assist a handicapped child or children on a school bus or other type of transportation.

g. "Job coach" is a term referring to an aide who is being used to monitor a handicapped child or children in an educational activity at a job training site.

h. "Interpreter" refers to a trained interpreter who is assigned to a hearing impaired child or children for purpose of assisting them by serving as an interpreter.

Exceptional Education Information Update—Bulletin No. 90.7

DATE:	September 1990
TO:	District Administrators, CESA Administrators, CHCEB Administrators, Directors, Designees of Special Education, and Other Interested Parties
FROM:	Victor J. Contrucci, Assistant Superintendent Division for Handicapped Children and Pupil Services
SUBJECT:	Special Education Program Aides

As a result of the recent Legislative Audit Bureau (LAB) review of the process and procedures regarding special education program aides, the department has agreed to furnish the LAB an analysis of how special education program aides are being used. This analysis will be conducted on the applications being submitted for the 1990-91 school year. The data for the analysis will be gathered from the PI-2190 Request for Special Education Program Aide form. (A copy is attached.)

In addition to this analysis, it was also requested that the criteria used to review and approve requests for a special education program aide position be clarified. The present bulletin will clarify the criteria stated in PI 11.33 (formerly PI 11.29) regarding the use of special education program aides. It will also respond to some additional questions that have arisen since Bulletin 84.3 "Clarification of the Use of Special Education Program Aides in Speech or Language Disability Programs" and Bulletin 89.10 "Special Education Program Aides" were promulgated.

1. **What are the criteria for approving the use of special education program aides?**

   Approval of aides based on overenrollment:

   To paraphrase PI 11.33(2)(a) Wisconsin Administrative Code, a special education program becomes eligible for a program aide position when there is evidence that the enrollment of a unit has exceeded the maximum enrollment criterion for that type and level of program unit. Minimum and maximum enrollment criteria are published by DHCPS. Approval of a special education program aide based on enrollment will not be given unless the maximum is exceeded. In some cases, the maximum has been exceeded by a considerable number and districts have requested a second program aide position. Only in an emergency situation, e.g., when there has been a sudden influx of students and a new teacher has not yet arrived, and only after prior negotiation with the BEC program supervisor, would a second program aide be approved because of overenrollment.

2. **What are other reasons why a special education program aide would be approved?**

Approval for reasons other than overenrollment: PI 11.33(3) lists some exceptions that can be approved as follows:

(a) A program aide position can be approved when there is evidence that a program aide is necessary to assist with certain (specified) children who might otherwise be difficult to manage or to educate. Form PI-2190 requires that the specific behaviors exhibited by the particular student(s) be documented. A program aide position would not be approved simply because the teacher or the administration believe that a particular category of students is difficult to teach or to manage. The approval of a program aide for this reason is based on specific student(s) needs.

(b) A special education program aide for transportation purposes can also be approved to assist in management control where there are reported problems and where the health and safety of the children being transported are jeopardized. DHCPS approval of program aides would be based on the individual needs of specific students.

(c) A special education program aide position could also be approved to assist a physically handicapped student accommodate to a regular classroom situation. This type of approval is again child specific. In some instances the physically handicapped student's special education program may consist of specially designed physical education and physical and/or occupational therapy. In this case, the program aide would have to be supervised by the director of special education or designee. (Therefore the name of that person would appear on form PI-2190 where the teacher's name is usually stated.)

(d) The use of special education program aides for any of the reasons above requires prior approval from the division.

3. **How often must a district request approval of a special education program aide position?**

Districts must request approval of program aide positions on a yearly basis. When approval is first requested for a special education program aide position, the request must be submitted a PI-2190 and an appropriate Plan of Service or an amendment to the Plan of Service. Thereafter, the special education program aide positions are approved on the respective Plans of Service and on the PI-2190 form every three years. Districts should bear in mind that when the condition disappears that prevailed at the time the request was made, so does the justification for the position and the state handicapped children categorical financial aid. For example, a program aide position approved due to overenrollment is no longer justified when the enrollment drops below the maximum enrollment criteria.

4. **When a large number of aide requests are made by a district, can the main information just be copied from one PI-2190 to another?**

Districts should be alert to the fact that the department staff members routinely review and monitor program aide requests from districts and are especially watchful for requests that are the same, are reprinted, or otherwise show evidence that they are not case specific in nature.

5. **Can special skills and media teachers (T-6) have a program aide assigned to them?**

   Generally no. The eligibility rules have to be met. There are few if any instances in which a special education program aide would be approved to be assigned to a special skills or media teacher. In all probability, a program aide assigned to a special education class (unit) would accompany specific children when they were with the special skills teacher or media teacher.

6. **When an aide is required to assist a specific child, is this stated on the IEP?**

   The IEP addresses the special education program and related services to be provided to the child. The staff necessary to carry out this program and any services are assigned by the administration and would not be included in the IEP.

7. **Can special education program aides be utilized outside the normal school day?**

   When special education program aides are being assigned roles that are different from those described in PI 11.33 and on form PI-2190, the proposed role and function must be negotiated with the appropriate DHCPS program supervisor. Activities of the program aide which are outside the school day (e.g., after school apartment monitoring, after school recreation or extracurricular activities, extended day curriculum) should also be negotiated on an individual basis. It must be remembered that if the aide is not under the direct supervision of the teacher or director of special education/designee at all times, the position will not qualify as a special education program aide position.

8. **Do special education program aide positions that are funded with federal funds need to be approved?**

   Regardless of the source of funding, program support staff, including aides utilized by the district, and instructional staff who specifically work with EEN programs and provide special education programs must be reported, be appropriately licensed, and be approved.

9. **Could a special education program aide be used as a teacher in a team teaching situation?**

   No. The program aide could be used to monitor student activities or to reinforce information and skills that had been introduced by the teacher, but the aide cannot be assigned teaching responsibilities. (Refer to Bulletin 89.3.)

10. **Do individuals employed as interpreters for hearing impaired children need to hold a special education program aide (883) license?**

    Yes. At the present time no specific DPI license exists for interpreters, therefore, they must hold the 883 license to comply with state regulations requiring certification of staff to be eligible for categorical aid.

11. **Do interpreters holding 883 aide licenses need to be attached to a special education teacher?**

Yes. It is assumed that the interpreter (program aide) is necessary to allow the student to benefit from a special education program or to accommodate to a regular education classroom. Consequently, they are required to be under the direct supervision of the teacher of the special education unit in which the student is placed, or the director of special education/designee.

Exceptional Education Information Update—Bulletin No. 92.14

DATE: December 1992

TO: District Administrators, CESA Administrators, CHCEB Administrators, Directors of Special Education, Special Education Program Designees, Pupil Services Directors, and Other Interested Parties

FROM: Juanita S. Pawlisch, Ph.D., Assistant Superintendent
Division for Handicapped Children and Pupil Services

SUBJECT: PI-2190 Request for Special Education Program Aide Form Revision

Attached is a copy of the revised PI-2190 form. This new form eliminates or condenses some of the information items from the current form and adds some items. It is anticipated that this new form will help clarify the local educational agency's (LEA) request and will help expedite a response to it. This form is used by school districts to seek approval for reimbursement with handicapped categorical funds for a special education program aide position. These forms are currently submitted every three years or when approval for a new position is being sought. It will replace the current form which was revised in September 1990. These added items include the following:

1. *Fiscal Agent for Aide*—In some instances, e.g., transportation aide, this may be a district other than the one in which the class is located.
2. *Total Aides Assigned to Teacher and Total FTE of Aides Assigned to Teacher*—This will expedite approval by eliminating need to check the hard copy file for information from previous years.
3. *Handicapping Conditions*—This identifies the type(s) of handicapping conditions a child may have when a program aide is requested to work with that individual child.

The remainder of the changes have been primarily cosmetic in nature and should make the completion of the form easier.

Wisconsin Department of Public Instruction
REQUEST FOR SPECIAL EDUCATION PROGRAM AIDE
Rev. PI 11.33, Wisconsin Administrative Code
PI-2190 (▾ Rev. 12-92)

INSTRUCTIONS: Complete and submit with all new aide requests and then with the required cycle submission thereafter. Return to

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR HANDICAPPED CHILDREN AND PUPIL SERVICES
BUREAU FOR EXCEPTIONAL CHILDREN
P.O. BOX 7841
MADISON, WI 53707-7841

Date Submitted *(Must be prior to starting date)*	Starting Date	Fiscal Agent for Aide

LEA Name of Program Location	School Building	Aide Assigned to: *(Name of Teacher)*

Aide's Name	FTE of Aide	Program	Type and Level	Enrollment

Aide's Social Security Number	Total Number of Aides Assigned to this Teacher	TOTAL FTE of Aides Assigned to Teacher

PROGRAM RATIONALE AND JUSTIFICATION ***Check appropriate boxes. Explain where required.***

☐ PI 11.33(2)(a) Overenrollment/State maximum for type and level ____________ Enrollment ____________
All overenrollments of programs and the use of Special Education Aides must be negotiated

☐ PI 11.33(3)(a) To assist with children otherwise difficult to manage or educate. Describe specific child behavior: *(Use reverse side if necessary.)*

☐ PI 11.33(3)(b) To assist in management control on school bus.

☐ PI 11.33 (3)(c) To assist a physically handicapped child to accommodate to a regular classroom situation. Describe child's specific needs

AIDE ROLE AND FUNCTION **Time Spent on Each (%)**

☐ Assist the therapist with EEN students by preparing students for therapy, maintaining therapy equipment, and transporting child to therapy .... ______%

☐ Assist in classroom management .... ______%

☐ Aid EEN students on independent assignments/reinforce previous learning, etc .... ______%

☐ Classroom maintenance .... ______%

☐ Record daily progress/charting, data collection, etc. for EEN students .... ______%

☐ Provide health related care for EEN student as trained and supervised by graduate nurse .... ______%

☐ Assist a physically handicapped child in regular classroom .... ______%

☐ If assigned to work with an individual EEN student, check handicapping condition(s)
☐ ED ☐ LD ☐ CD ☐ PH ☐ OHI ☐ HI ☐ VI ☐ TBI ☐ Autism ☐ Sp/Lang

☐ Other *Specify* .... ______%

ASSURANCES

Reimbursement of position is contingent upon prior approval of program supervisor (PI 11.33 (4)(c)). Aide shall hold a 5-year license as a special education program aide. Aide shall be under direct supervision of a certified special education teacher or director or supervisor of special education (PI 11.33(6)). Aide's name and social security number must be submitted when position is filled or when a different individual assumes the approved position. Aide positions will be reviewed annually by the LEA to ensure that rationale and justification used to originate position are still valid.

Administrator's Name *Print or Type*	Signature/Date ➤	Position

FOR DPI USE ONLY: ☐ **Approved** ☐ **Disapproved** ***Comments:***	Supervisor's Signature/Date ➤
	CC To:

BEST COPY AVAILABLE

Exceptional Education Information Update—Bulletin No. 93.3

DATE: February 1993

TO: District Administrators, CESA Administrators, CHCEB Administrators, Directors of Special Education, Special Education Program Designees, Pupil Services Directors, and Other Interested Parties

FROM: Juanita S. Pawlisch, Ph.D., Assistant Superintendent
Division for Handicapped Children and Pupil Services

SUBJECT: Minimum/Maximum Enrollment Criteria

This bulletin replaces the Division for Handicapped Children and Pupil Services (DHCPS) Bulletin Number 87.4 relating to minimum/maximum enrollment ranges for various levels and types of special education programs. Pursuant to PI 11.26(1)(c) of the Rules to Implement Subchapter V, Chapter 115, Wisconsin Statutes, DHCPS is responsible for the publication of minimum/maximum enrollment ranges.

Attached you will find, charted for each exceptional educational needs program including Multicategorical (MC) and Service Needs Delivery System (SNDS) units, the minimum/maximum ranges for each type and level. Maximum enrollments are to be viewed by the local educational agencies as the largest number of students to be served by that program type and level without special DHCPS approval. *Note: The enrollment maximums must include all students with exceptional educational needs (EEN) appropriately placed in the unit on the basis of the IEP, including those students whose identified disabilities are other than the designated categorical program or the disability area in which the special education teacher is licensed.* For example, if a teacher licensed in the areas of learning disabilities is assigned responsibility for the IEPs of 14 students with learning disabilities, one student with an emotional disability, and one student with a traumatic brain injury, the enrollment reported for this unit is 16. If this is a secondary wide-range resource program unit for children with learning disabilities, this unit has a maximum enrollment of 17 as shown on the attached chart.

These maximums are not meant to be synonymous with what is an appropriate enrollment or class size for all situations. The DHCPS recognizes additional factors, such as pupil FTEs, the extent of integration into regular education classrooms, the average number of evaluations and re-evaluations completed in a year, and scheduling issues as necessary elements on which to make pupil/teacher ratio decisions. In addition, for itinerant staff, the number of buildings a teacher or therapist must serve, the amount of travel time needed, the time demands of students with unique needs in areas such as augmentative/alternative communication and/or assistive technology must also be considered when determining an appropriate enrollment or class size.

If LEAs anticipate exceeding specific disability area maximums, they should be discussing the situation in advance with the appropriate DHCPS supervisor, considering the utilization of special education program aides, and/or planning for the development of additional program units.

BEST COPY AVAILABLE

Enrollments are monitored by the DHCPS in the program approval process and while the above factors are taken into consideration by DHCPS staff, overenrollments which continue over a period of time will be subject to in-depth review and, in some cases, will be considered for program disapproval. Variations and exceptions to these minimum/maximum enrollment criteria shall be reviewed by DHCPS staff prior to program approval.

These policies will become effective with the 1993-94 school year for any ongoing or new units to be established during this time. These criteria are to be used as a basis for approval for new or continuing programs with the appropriate DHCPS program supervisor. In addition, any reduction or discontinuation of a special education program must be approved through the appropriate program supervisor per s. 115.77(4)(c), Wis. Stats.

Please note that throughout this bulletin the levels and program types conform with PI 11.26-11.30, Wis. Admin. Code. They are not the same as the federal Individuals with Disabilities Education Act (IDEA) definitions for education placements which are provided in the federal data materials.

Please Note: Throughout the charts in the bulletin, the figures to the left in parentheses following the program types are minimum numbers and the figures under the levels are maximum numbers.

Moderately/Mild/Borderline Cognitively Disabled

	Early Education	Primary	Intermediate	Elementary Wide Range	Middle/ Junior	Senior	Secondary Wide Range
Self-Contained Complete (Min. 5)	7	8	9	7	10	12	10
Self-Contained Modified (Min. 5)	9	9	10	9	11	12	10
Self-Contained Integrated (Min. 8)	12	12	14	12	15	15	15
Resource (Min. 9)	—	13	14	14	15	15	15

Severe Cognitively Disabled

	Early Education	Primary	Intermediate	Elementary Wide Range	Middle/ Junior	Senior	Secondary Wide Range
Self-Contained Complete (Min. 4)	6	6	6	6	7	7	6
Self-Contained Modified (Min. 4)	7	7	7	7	8	8	7
Self-Contained Integrated (Min. 5)	9	9	9	7	9	9	8

147

Emotionally Disturbed

	Early Education	Primary	Intermediate	Elementary Wide Range	Middle/ Junior	Senior	Secondary Wide Range
Self-Contained Complete (Min. 4)	7	7	7	7	8	9	9
Self-Contained Modified (Min. 4)	7	8	8	8	8	9	9
Self-Contained Integrated (Min. 5)	10	10	12	10	12	12	11
Resource (Min. 9)	—	12	15	13	15	15	14

Learning Disabilities

	Early Education	Primary	Intermediate	Elementary Wide Range	Middle/ Junior	Senior	Secondary Wide Range
Self-Contained Complete (Min. 4)	7	7	7	6	7	—	—
Self-Contained Modified (Min. 6)	9	9	9	8	9	9	8
Self-Contained Integrated (Min. 8)	13	13	13	12	13	13	12
Resource (Min. 12)	17	17	17	16	20	20	17
Itinerant (Min. 9)	—	15	15	15	15	15	15

Multicategorical (MC)**

	Early Education	Primary	Intermediate	Elementary Wide Range	Middle/ Junior	Senior	Secondary Wide Range
Self-Contained Integrated (Min. 6)	—	10	12	10	13	13	11
Resource (Min. 10)	—	13	15	14	17	17	15

Service Needs Delivery System (SNDS)**

	Early Education	Primary	Intermediate	Elementary Wide Range	Middle/ Junior	Senior	Secondary Wide Range
Level I (Min. 10) (Resource)	—	13	15	13	17	17	15
Level II (Min. 6) (Self-Contained Integrated)	—	10	12	10	13	13	11

Physically Handicapped*

	Early Education	Primary	Inter-mediate	Elementary Wide Range	Middle/ Junior	Senior	Secondary Wide Range
Self-Contained Complete (Min. 5)	7	7	9	7	10	10	10
Self-Contained Modified (Min. 5)	9	9	10	9	11	12	10
Self-Contained Integrated (Min. 7)	11	11	13	11	14	14	14

* Units frequently include students with other handicapping conditions in addition to a physical handicapping condition. Students with severe disabilities may necessitate the assignment of one or more special education program aides.

** These units require prior approval as defined in Exceptional Education Information Update 90.2 and 85.4 and completion of PI-2037 (Rev. 6/92), Application for Multicategorical (MC) Units or PI-2036, Application for Service Needs Delivery System (SNDS) Units.

Vision*

	Early Education	Primary	Inter-mediate	Elementary Wide Range	Middle/ Junior	Senior	Secondary Wide Range
Self-Contained Complete (Min. 5)	—	7	7	7	9	9	11
Self-Contained Modified (Min. 5)	—	9	9	8	10	11	11
Self-Contained Integrated (Min. 7)	—	10	10	9	11	12	12
Resource (Min. 8)	—	—	—	12	—	—	12
Itinerant (Min. 8)	—	—	—	15	—	—	15

Hearing*

	Early Education	Primary	Inter-mediate	Elementary Wide Range	Middle/ Junior	Senior	Secondary Wide Range
Self-Contained Complete (Min. 4)	5	9	9	7	7	7	7
Self-Contained Modified (Min. 4)	6	9	9	7	7	7	10
Self-Contained Integrated (Min. 4)	6	9	10	8	9	9	10
Resource (Min. 5)	7	10	10	9	10	10	9
Itinerant (Min. 5)	8	15	15	12	15	15	15

*Deaf/Blind programs are to be negotiated separately.

Early Childhood: Exceptional Educational Needs

Three through Five Years

	One Session Model*	Two Session Model**
Self-Contained Complete (Min. 5)	10	15
Self-Contained Integrated (Min. 6)	12	18

Itinerant—Homebased/Community Outreach (may include services in Head Start and nonsectarian daycares licensed by DHSS) (Min. 7 — Max. 16)

Birth through Two Years

	One Session Model	Two Session Model**
Self-Contained Complete (Min. 4)	8	12
Self-Contained Integrated (Min. 6)	10	15

Itinerant—Homebased/Community Outreach (may include services in Head Start and nonsectarian daycares licensed by DHSS) (Min. 7 — Max. 16)

* One session per day model operates an extended day with part of the day or week reserved for contacts with parents or other primary caregivers.

** Two sessions per day model, AM and PM, operates 4 days a week with the 5th day being reserved for parent contacts. An EC:EEN teacher in a self-contained complete program who teaches two sessions a day should not exceed 15 students on his/her total enrollment. For example, an EC:EEN teacher may have a preschool class of 7 in the AM and 8 in the PM, but the total number of children he/she serves in one day should not exceed 15 in the self-contained complete two-session program type model. Due to the young age of the students and the multiplicity of their needs, an aide is usually needed to assist the teacher with an average size class enrollment in all Early Childhood: Exceptional Educational Needs classrooms, including all categorical early education levels.

Speech / Language

Early Education

	One Session	Two Session	Primary
Self-Contained Complete (Min. 5)	12	18	12
Self-Contained Integrated (Min. 8)	15	20	15
Resource (Min. 15)	26		35
Itinerant (Min. 15)	24		33

	Intermediate	Elementary Wide Range	Middle/ Junior	Senior	Secondary Wide Range	PreKindergarten Secondary
Resource (Min. 15)	38	35	40	40	40	38
Itinerant (Min. 15)	35	33	38	38	38	36

Comments

Self-contained complete, and Self-contained Integrated Speech & Language designations refer to units in which the speech and language pathologist is the primary provider of services for early education and primary-aged children. A speech/language pathologist who teaches two sessions per day in a self-contained complete or self-contained integrated unit should not exceed the maximum numbers on his/her total enrollment. For example, a self-contained complete speech/language pathologist may have a class of 8 in the morning and 10 in the afternoon, but the total number he/she serves in a day should not exceed 18 in the self-contained complete two-session model or 20 in the self-contained integrated two-session model.

Resource Speech & Language designation is used to describe a speech/language pathologist (SLP) serving children in one building. A SLP team-teaching in an Early Childhood: Exceptional Educational Needs program would be considered “resource” in one building only or “itinerant” if the SLP must travel between buildings.

Itinerant Speech & Language designation is used to describe a speech/language pathologist who must travel between buildings and/or districts.

Exceptional Education Information Update—Bulletin No. 92.9

DATE: September 1992

TO: District Administrators, CESA Administrators, CHCEB Administrators,
Directors of Special Education, Special Education Program Designees,
Pupils Services Directors, and Other Interested Parties

FROM: Juanita S. Pawlisch, Assistant Superintendent
Division for Handicapped Children and Pupil Services

SUBJECT: Special Education Homebound Instruction: Residency, Procedures for
Provision, and Programming Services

Numerous questions from the field are received daily regarding the school district's responsibility to provide a special education homebound program. The contents of this bulletin address the frequently expressed concerns about residency, procedures for provision of homebound instruction, and programming services for public school students with exceptional educational needs (EEN). It also responds to some additional questions which have arisen since Bulletin 85.3 "Special Education Homebound Instruction and Physician's Statement, Form PI-2217" was published in May 1985.

Exceptional educational needs (EEN) refers to a need for special education due to a handicapping condition which is determined by a multidisciplinary team. Throughout this bulletin the term EEN homebound instruction will be used to refer to special education homebound instruction. EEN homebound instruction is included in s. 115.85(2)(e), Wis. Stats. as a means for meeting the district responsibility to make appropriate programs and related services available for students with exceptional educational needs. After an IEP is developed, the district then offers a placement to enable the student to receive the instructional program and related services. The school board may provide the delivery of the special education program at the home, a hospital, a sanitarium or a convalescent home {PI 11.31(1)}.

When an EEN homebound instruction program is determined to be appropriate for implementing the student's IEP, the placement of the student at home is possible only if there is a physician's statement in writing that the student is unable to attend school {s.115.85(2)(e)}. A copy of the current Special Education Physician's Statement, Form PI-2217, which may be used to obtain a physician's statement, is attached for your information.

Preschoolers with exceptional educational needs may be receiving special education and related services through home visits. This type of programming is not considered EEN homebound instruction under s. 115.85(2)(e), Wis. Stats. and therefore does not require a physician's statement.

1. **Is a school district obligated to provide homebound instruction for students with EEN who are unable to attend school?**

Yes. Under s.115.85, Wis. Stats. each school district is responsible for the provision of special education and related services to students with EEN who have not graduated from high school and who reside in the school district. 20 U.S.C.: s.1412(2)(b) requires that all students with disabilities have available to them a free appropriate public education which emphasizes special education and related services to meet their unique needs. Special education includes instruction at home, in hospitals, institutions, and other settings. The district has an obligation to provide special education and related services, if needed, even when a student is unable to attend a school-based program. The Wisconsin Administrative Code PI 11.31(1) provides for special education and related services for students with EEN in the home, a hospital, a sanitarium or convalescent home.

If it is anticipated that the student will be out of school less than 30 days, the student's school must provide the services the student is able to receive from the student's current IEP. A school district may not terminate services for a student with EEN based on s. 118.15(3), Wis. Stats., which creates a 30-day exception to compulsory school attendance if a student is temporarily unable to attend school.

The department reads s.118.15(3), Wis. Stats., together with other state and federal laws mandating the provision of a free and appropriate education (FAPE), to mean that if an EEN student is unable to attend his or her regular program, the full IEP does not have to be carried out for up to a 30-day period. Rather, the school district must provide the services in the student's IEP which the student can tolerate. The district must document the student's current mental and physical limitations when determining an appropriate program. Some instructional services may be provided through means other than direct instruction. (See item 17).

If it is anticipated that the student with EEN will be out of school more than 30 days, the district must review the student's IEP and develop a placement offer for the student which can be carried out in the student's current physical setting. This IEP and placement offer must be designed to provide the student with a free and appropriate education (FAPE).

2. **What must a school district do in order to provide EEN homebound instruction?**

For a student who is enrolled in a regular education program and who has been referred, the request for EEN homebound instruction necessitates the convening of an M-Team. Documentation of the reason why a student's physical or mental condition may require that an instructional program be provided via EEN homebound instruction must be available for consideration by the M-Team members in order to determine if a student has a handicapping condition and needs special education. The provision of EEN homebound instruction must be determined by the participants in an IEP meeting and the placement group. By the time of the IEP meeting, the district must obtain the physician's statement that the student is physically or emotionally unable to attend school.

If a student has already been identified as a student with exceptional educational needs (EEN), the district must, within a reasonable amount of time after the district receives a physician's statement indicating the student will be unable to attend school for over 30 days, convene an IEP meeting to review, and if necessary revise, the student's IEP and develop a placement offer for a program of homebound instruction. The determination of what constitutes a reasonable time frame to accomplish this process is case-specific.

NOTE: A district is not required to conduct an M-Team re-evaluation prior to placing a student with EEN in a program of homebound instruction. There is an inconsistency in the state administrative code dealing with placing a student with EEN in program of homebound instruction. At PI 11.31(1)(b)3, Wis. Admin. Code, the rule states: "The M-Team shall recommend that homebound instruction is the most appropriate program to meet a child's EEN." This rule conflicts with the requirement at PI 11.06(1)(a), Wis. Admin. Code, that a student's placement be based upon and carry out a student's IEP. Under current state and federal law, the M-Team may not make placement recommendations. Educational placement decisions are the sole responsibility of the participants in an IEP meeting and the placement group have the decision-making authority regarding when placement in a program of homebound instruction is appropriate.

If a district initiates an M-Team re-evaluation of a student and then receives a physician's statement indicating a need for a homebound program of instruction, the district must go forward with the evaluation, completing it within the 90 days prescribed by law. In the interim, the district must convene an IEP meeting within a reasonable period of time after receiving the physician's statement to consider the provision of homebound services. During the period of time in which the district is conducting its re-evaluation, it must provide services to the student, at the student's home, consistent with the current IEP, developed to provide homebound service.

3. **When must EEN homebound instruction commence for a student with EEN?**

Special education and related services must begin as soon as possible after the development of the IEP for EEN homebound instruction. After parental notice and consent requirements have been satisfied there can be no unreasonable delay in the provision of the EEN homebound instruction and the other services described in the IEP. A lapse in services would constitute a change of placement invoking due process procedures. The district must provide services consistent with the IEP.

4. **When a student with EEN enters a hospital located in another school district, is that student a resident of the school district in which the hospital is located?**

There is a long-established principle under Wisconsin law that, regardless of where the parents reside, a student living apart from the parents is a resident of the school district in which the student resides, unless his or her main purpose for residing in the district is to take advantage of the school's educational program [*The State ex. rel. School District #1 of Waukesha v. Thayer*, 74 Wis. 48, 41 N.W. 1014 1889)].

In a letter to the Attorney General dated June 17, 1988, the department advanced the position that if a physician submits a written statement that he or she anticipates a student will be hospitalized for 30 days or more, then the district where the hospital is located is required to provide education services to a student who requires special education homebound instruction. If the physician submits a written statement that the student is expected to be in the hospital for less than 30 days, the district where the hospital is located would not be responsible for the provision of educational services to the student with EEN. The student's school district of origin would provide the required services. The district of origin may contract with the district where the hospital is located or contract with a qualified teacher to provide services. In an informal opinion dated July 29, 1988, the Wisconsin Attorney General reviewed the department's advice with regard to residency and a district's responsibility to provide EEN programs. The Attorney General stated that the advice contained in the department's letter of June 17, 1988 was in accord with his understanding of *Thayer*.

5. **May a school district provide a program of non-EEN homebound study to a student referred for suspected EEN prior to placement in an EEN homebound program?**

   Yes. A school district may provide non-EEN homebound study to a student if the student's parent or guardian requests the school board provide the student with program of curricular modifications under s. 118.15(1)(d), Wis. Stats. Non-EEN homebound study may include nonsectarian correspondence courses or other courses of study approved by the school board or nonsectarian tutoring.

   Costs incurred in providing non-EEN homebound study under s.118.15(1)(d), Wis. Stats. are not eligible for state handicapped student's categorical financial aid.

6. **Does participation in EEN homebound instruction satisfy the requirements as stated in s. 118.15, Wis. Stats. regarding compulsory school attendance?**

   Yes. Compulsory attendance may be satisfied by attendance at special education programs operated by a school district, county handicapped children's education board (CHCEB), board of control of a cooperative educational service agency (CESA), state or county residential facility or private special education service {s.115.82, Wis. Stats.}. The attendance requirement is satisfied by participation in EEN homebound instruction.

7. **How can a local district respond to a request for homebound study for a student who attends a private school?**

   The parent or guardian may request non-EEN homebound study for the student. The request for non-EEN homebound study for a regular education student may be honored through regular education {s.118.15(1)(d)5, Wis. Stats.}.

   If an EEN referral is received for the student, the director of special education/program designee will obtain parental permission to conduct a M-team evaluation. The school district should obtain medical documentation relative to physical or emotional problems which will substantiate the physical/other health impairment or emotional disturbance condition. The student with EEN shall be formally enrolled in the public school system during the period of instruction in the homebound program {PI 11.31(b)5}.

   The district is reminded that the receipt of a signed physician's statement (PI-2217) is not a mandate to provide special education homebound instruction. Whether to recommend a program of homebound instruction is a decision made by those who develop the student's IEP and placement offer. The evaluation and placement process should be expedited so there will be a minimal delay in the student's educational program.

8. **May a student be placed on EEN homebound instruction without a physician's statement?**

No. The written physician's statement is required prior to placement in an EEN homebound instruction delivery of a special education program. The district must obtain this statement by the time of the IEP meeting. Before a student can be enrolled in an EEN homebound instruction program, the physician must indicate that the incapacity to attend school is anticipated as continuous over thirty days {PI 11.31(1)(b)2}.

Again it should be noted that home-based programming for a preschooler does not require a physician's statement as it is recognized as an appropriate delivery service option for young children with disabilities.

9. **Who may sign a physician's statement for special education homebound instruction?**

The Wisconsin Medical Practice Act, Chapter 448, defines "Physician" as an individual possessing the degree of doctor of medicine or doctor of osteopathy or an equivalent degree as determined by the board, and holding a license granted by the board {448.01(5)}. For the purpose of clarification, "board" means medical examining board {448.01(1)}.

10. **Where does a district obtain the physician's statement, From PI-2217?**

The PI-2217 form may be used to obtain a physician's statement. This form, distributed to local educational agencies, CESAs, and CHCEBs, was attached to the Information Update-Bulletin 85.3. A copy of the current PI-2217 (11/93) form is also attached to this bulletin for your convenience.

Districts may duplicate and disseminate copies of Form PI-2217 for use by the area physicians, particularly the student's attending physician. It will be necessary to call to their attention the instructions in the upper right hand corner on the form. This form should be completed by the physician and returned to the student's school district. The district retains these completed forms.

11. **How is the information provided in the physician's statement to be used?**

The receipt of a physician's statement by the district for a student previously identified as EEN must be considered as a referral for suspected exceptional education need. The medical information in the physician's statement may be used in two different ways. It may be used (1) to recommend a modification in the special education program placement to an EEN homebound delivery of service or (2) to make a decision regarding a specific handicapping condition which may necessitate special education services. Whether modifying an existing IEP of a previously identified EEN student or developing an instructional program for a newly identified EEN student, the participants in the IEP meeting should consider any medical restrictions indicated by the physician which may interfere with the student's educational program.

12. **What is meant by "intermittent" EEN homebound instruction?**

As previously discussed in Bulletin 85.3, some students have medical conditions which necessitate consideration of intermittent EEN homebound instruction. It is the policy of the Division for Handicapped Children and Pupil Services (DHCPS), in certain cases such as malignancy, severe asthma, cystic fibrosis, muscular dystrophy, or mental and emotional disorders, and following prior consultation with the appropriate DHCPS supervisor staff, to approve intermittent EEN homebound instruction. This need may occur when physical or emotional incapacitation occurs intermittently throughout the school year and the incapacity to attend school is anticipated to be at least 30 days or more during the entire year.

13. **How would a district determine if intermittent EEN homebound instruction should be considered for a student?**

Based on a student's current physical condition and the student's history of attendance and absences, it may be appropriate to consider intermittent services as needed (see previous question). A district wishing to initiate intermittent EEN homebound instruction may be requested to forward a duplicate copy of Form PI-2217 to the appropriate DHCPS supervisor and review the chronicity of the condition and the school attendance record of the student. The department recommends intermittent EEN homebound should be reviewed on a regular basis, possibly twice per year.

14. **May a student be in school for part of the day and receive EEN homebound instruction for part of the day?**

Yes. The types of the programming would be determined based on the student's needs, physical and emotional condition, and the ability to function in each setting.

15. **Are there procedures to be followed in order to terminate the provision of EEN homebound instruction services?**

Termination of EEN homebound services may occur when a student is physically and/or emotionally able to return to the school environment. This is considered a change of placement. The district must evaluate and document the student's need. However this does not necessarily require the convening of an M-Team. An M-Team need only be convened under the conditions stated in PI 11.04(6)(a). The department recommends that the EEN homebound instructor participate in the meeting to develop the new IEP. A new placement offer must be developed for the student whose EEN homebound instructional services are terminated.

It is strongly recommended that advanced planning occur to ensure that the student does not lose instructional time. It is imperative that the EEN homebound instructor or the parent contact the district's special education office indicating the anticipated date when the student will be released from medical care. This provides the district with a date certain in order to plan for the return of the student to the school.

The EEN homebound instruction should be given an opportunity to discuss with the student's other teachers the instructional services provided, any concerns or needs which surfaced during this period, grading, and to return any school materials and equipment.

16. **Are there minimum and/or maximum amounts of time for EEN homebound instruction?**

No. It is recommended that districts begin by looking at how a "full day" for students of similar age and grade level is defined and then develop an appropriate program for the individual student. The district cannot arbitrarily limit the number of hours of instruction. Rather, the amount of time for EEN homebound instruction must be determined by the participants in an IEP meeting and be based on the student's physical, emotional, and instructional needs. Districts must allocate an appropriate amount of time to meet those needs.

17. **Must all EEN homebound instruction be direct instruction or face-to-face contact by the assigned teacher?**

No. There are several alternate methods of instructional delivery. These might include telephone hook-ups, audio and video tapes, closed circuit television hook-ups, correspondence courses, and films. It is recommended that direct instruction should be provided on a daily basis.

18. **What is the role of the EEN homebound teacher?**

The focus of the teacher's efforts must be the student. The role of the teacher is to implement the student's IEP. This includes meeting with the student's regular and special education teachers, providing direct services to the student, and communicating with the school about the student's progress.

19. **Must related services be provided when a student is receiving EEN homebound instruction?**

Yes. Related services must be provided if necessary for the student to benefit from the special education. The type, frequency, and amount of related services is determined by the participants in an IEP meeting and is based on the individual student's need. The related services must be provided by appropriately licensed personnel.

20. **What is the role of a student's regular classroom teacher and/or EEN teacher in provision of EEN homebound service?**

These individuals should meet with the EEN homebound teacher to discuss the student's needs and learning styles, appropriate materials and activities, and evaluation procedures. They may also wish to communicate with the EEN homebound teacher on a continuing basis in order to keep abreast of the student's progress and to help ease the transition back to the regular school program.

21. **If there is reason to be concerned about safety, must an EEN homebound teacher enter the house?**

The EEN homebound teacher should exercise reasonable judgment and not place him/herself in jeopardy. Consistent with local school district policy and/or a negotiated contract, it is recommended that the teacher document any incident and discuss further plans for EEN homebound instruction with his/her supervisor. It is recommended that there always be a responsible adult, in addition to the teacher, in the home during EEN homebound instruction.

22. **What is the family's involvement?**

The family should be encouraged to provide an appropriate, quiet setting for the EEN homebound instruction, arrange for a responsible adult to remain in the home while the teacher is there, and see that other children in the home or other activities in the home do not interfere with or interrupt the EEN homebound instruction.

Parents are also responsible for arranging the student's return to the classroom and notifying the director of special education/program designee of the student's pending return to school.

23. **What is the role of the school district?**

The school district is responsible for providing and supervising the EEN homebound teacher and related services staff, for ensuring that the EEN homebound instruction is occurring, for providing materials and equipment necessary to implement the IEP, and for having staff available to consult and work with the EEN homebound teacher as needed.

24. **Must a substitute be provided hen a teacher providing homebound instruction or a therapist is absent?**

Yes. The district must arrange for a substitute homebound instructor or therapist to provide the services as scheduled.

25. **Is any specific kind of certification required for a teacher providing EEN homebound instruction?**

Yes. The teacher must hold a valid Wisconsin teacher's license. The division strongly recommends that a teacher hold licensure in a specific special education program area when serving a student who is representative of a particular disability {PI 11.3(1)(a)}.

26. **How are EEN homebound students to be graded and evaluated?**

This is a matter to be decided by the participants in a meeting to develop the student's IEP. In the case of a high school student, for instance, the English teacher may grade compositions or the chemistry teacher may evaluate test performance. In other situations, the EEN homebound teacher may be responsible for all grades.

27. **How can the student receiving EEN homebound instruction maintain contact with the home school?**

It is recommended that the student receive the school newspaper, notes from peers, video or audio tapes from classes, attend special events such as the class play or choral concert, visit the school occasionally, have his/her class picture taken, and participate in other activities as is appropriate.

The student with EEN should receive a report card on the same schedule as peers. The parents should continue to receive any communications sent to other parents by the school such as PTO notices and newsletters. Parents should also be encouraged to attend parent conferences.

28. **May a school district, at its discretion, provide EEN homebound instruction during the summer?**

Yes. The student with EEN who has missed an excessive number of instructional days may need the provision of a special education instructional program and related services during the summer months.

29. **Must students with EEN, including those receiving EEN homebound instruction, be provided extended school year services if it is determined they need it?**

Yes. All students with EEN must be provided extended school year services when necessary. Information can be found in Exceptional Education Information Update Bulletin 84.5—Extended School Year and Summer School.

30. **Is EEN homebound an appropriate program for students with severe emotional disturbances (ED)?**

Appropriate programs are always determined based on the need of the individual student.

EEN homebound instruction may be an appropriate alternative if proper procedures (including a physician's statement) are followed. EEN homebound instruction is not appropriate if used as a disciplinary measure or as an exclusion tactic for a student with ED. EEN homebound should be viewed as a temporary placement with plans to reintegrate the student into the regular school setting as soon as possible.

31. **Must the physician's statement come from a psychiatrist for a student with ED to be placed on EEN homebound instruction?**

No. While a psychiatrist may be the most appropriate specialist in this instance, there is no requirement that a psychiatrist must complete the physician's statement in the case of a student with ED. A written statement from a licensed psychologist does not meet the requirement for a physician's statement.

Wisconsin Department of Public Instruction

PHYSICIAN'S STATEMENT —
HOMEBOUND INSTRUCTION

PI-2217 (▼ Rev. 11-93)

INSTRUCTIONS: Physicians—Complete this form and mail it to the student's school district. The district processes this STATEMENT as a referral for suspected exceptional educational needs and retains this STATEMENT in the appropriate file.

ATTENTION: Wisconsin Statute 115.85(2)(e) states: The school board may place a child with exceptional educational needs in a special education program at the home, residence or other location of the child only if there is a physician's statement in writing that the child is unable to attend school.

GENERAL INFORMATION

Student Name *Last, First, Middle Initial*	Sex ☐ Male ☐ Female	Birthdate *Month/Day/Year*

Parent(s)/Guardian(s) Name

Address *Street, City, County, State, ZIP*

PHYSICIAN'S STATEMENT

1. Diagnosis

2. Description of Physical or Emotional Condition

3. Is the student able to attend her/his school program?

☐ Yes ☐ No ☐ Part-time *Explain*

4. Is the student able to tolerate an instructional program?

☐ Yes ☐ No *If no, list medical restrictions which may interfere with the educational program.*

5. Will the student be:

☐ Homebound — Anticipated No. of Days ______ ☐ Indefinitely

☐ Hospitalized — Anticipated No. of Days ______ ☐ Indefinitely

6. Where will the student be residing during this time?

☐ Home ☐ Nursing Home

☐ Hospital ☐ Other, *Specify* ____________________

Physician's Name *Print or Type*	Clinic Name/Office
Address *Street, City, State, ZIP*	Telephone *Area/No.*
Physician's Signature ➤	Date Signed

Section 118.31, Wis. Stats.

118.31 Corporal punishment. **(1)** In this section, "corporal punishment" means the intentional infliction of physical pain which is used as a means of discipline. "Corporal punishment" includes, but is not limited to, paddling, slapping, or prolonged maintenance of physically painful positions, when used as a means of discipline. "Corporal punishment" does not include actions consistent with an individualized education program developed under s. 115.80(4) or reasonable physical activities associated with athletic training.

(2) Except as provided in sub. (3), no official employe or agent of a school board may subject a pupil enrolled in the school district to corporal punishment.

(3) Subsection (2) does not prohibit an official, employe, or agent of a school board from:

(a) Using reasonable and necessary force to quell a disturbance or prevent an act that threatens physical injury to any person.

(b) Using reasonable and necessary force to obtain possession of a weapon or other dangerous object within a pupil's control.

(c) Using reasonable and necessary force for the purpose of self-defense or the defense of others under s. 939.48.

(d) Using reasonable and necessary force for the protection of property under s. 939.49

(e) Using reasonable and necessary force to remove a disruptive pupil from a school premises or motor vehicle, as defined in s. 125.09(2)(a)1 and 4, or from school-sponsored activities.

(f) Using reasonable and necessary force to prevent a pupil from inflicting harm on himself or herself.

(g) Using reasonable and necessary force to protect the safety of others.

(h) Using incidental, minor, or reasonable physical contact designed to maintain order and control.

(4) In determining whether or not a person was acting within the exceptions in sub. (3), deference shall be given to reasonable, good faith judgments made by an official, employe or agent of a school board.

(5) Except as provided in s. 939.61(1), this section does not create a separate basis for civil liability of a school board or their officials, employes, or agents for damages arising out of claims involving allegations of improper or unnecessary use of force by school employes against students.

(6) Nothing in this section shall prohibit, permit or otherwise affect any action taken by an official, employe or agent or a school board with regard to a person who is not a pupil enrolled in the school district.

Section 120.13(1), Wis. Stats.

120.13 **School board powers.** The school board of a common or union high school district may:

(1) SCHOOL GOVERNMENT RULES; SUSPENSION; EXPULSION. (a) Make rules for the organization, gradation and government of the schools of the school district, including rules pertaining to conduct and dress of pupils in order to maintain good decorum and a favorable academic atmosphere, which shall take effect when approved by a majority of the school board and filed with the school district clerk.

(b) The school district administrator or any principal or teacher designated by the school district administrator also may make rules, with the consent of the school board, and may suspend a pupil for not more than 3 school days or, if a notice of expulsion hearing has been sent under par. (c), for not more than a total of 7 consecutive school days for noncompliance with such rules or school board rules, or for knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives, or for conduct by the pupil while at school or while under the supervision of a school authority which endangers the property, health or safety of others, or for conduct while not at school or while not under the supervision of a school authority which endangers the property, health or safety of others at school or under the supervision of a school authority. Prior to any suspension, the pupil shall be advised of the reason for the proposed suspension. The pupil may be suspended if it is determined that the pupil is guilty of noncompliance with such rule, or of the conduct charged, and that the pupil's suspension is reasonably justified. The parent or guardian of a suspended minor pupil shall be given prompt notice of the suspension and the reason for the suspension. The suspended pupil or the pupil's parent or guardian may, within 5 school days following the commencement of the suspension, have a conference with the school district administrator or his or her designee who shall be someone other than a principal, administrator or teacher in the suspended pupil's school. If the school district administrator or his or her designee finds that the pupil was suspended unfairly or unjustly, or that the suspension was inappropriate, given the nature of the alleged offense, or that the pupil suffered undue consequences or penalties as a result of the suspension, reference to the suspension on the pupil's school record shall be expunged. Such finding shall be made within 15 days of the conference. A pupil suspended under this paragraph shall not be denied the opportunity to take any quarterly, semester or grading period examinations missed during the suspension period.

(c) The school board may expel a pupil from school whenever it finds the pupil guilty of repeated refusal or neglect to obey the rules, or finds that a pupil knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives, or finds that the pupil engaged in conduct while at school or while under the supervision of a school authority which endangered the property, health or safety of others, or finds that a pupil while not at school or while not under the supervision of a school authority engaged in conduct which endangered the property, health or safety of others at school or under the supervision of a school authority, and is satisfied that the interest of the school demands the pupil's expulsion. Prior to such expulsion, the school board shall hold a hearing. Not less than 5 days' written notice of the hearing shall be sent to the pupil and, if the pupil is a minor, to the pupil's parent or guardian, specifying the particulars of the alleged refusal, neglect or conduct, stating the time and place of the hearing and stating that the hearing may result in the pupil's expulsion. Upon request of the pupil and, if the pupil is a minor, the pupil's parent or guardian, the hearing shall be closed. The pupil and, if the pupil is a minor, the pupil's parent or guardian may be represented at the hearing by counsel. The school board shall keep written minutes of the hearing. Upon the ordering by the school board of the expulsion of a pupil, the school district clerk shall mail a copy of the order to the pupil and, if the pupil is a minor, to the pupil's parent or guardian. The expelled pupil or, if the pupil is a minor, the pupil's parent or guardian may be appeal the expulsion to the state superintendent. An appeal from the decision of the state superintendent may be taken within 30 days to the circuit court of the county in which the school is located. This paragraph shall be printed in full on the face or back of the notice.

PI 11.04, Wis. Adm. Code

PI 11.04 Multidisciplinary teams. (1) CONSENT AND NOTICE FOR THE M-TEAM EVALUATION PROCESS. (a) 1. Except as provided in subd. 3, a board may not conduct an M-team evaluation of a child without the parent's written consent. The consent obtained by the board shall meet the requirements under s. PI 11.09(2)(a) and, if the child is determined to be a child with EEN, the consent shall continue in effect and thereby grant consent for subsequent reevaluations until the parent revokes his or her consent in writing.

2. Except as provided in subd. 3, a board may not conduct a reevaluation of a child if the child's parent has revoked his or her consent for an M-team evaluation unless the parent grants consent again.

3. If a parent refuses or revokes his or her consent for an M-team evaluation, a board may initiate a hearing under s. PI 11.10 to determine whether the board shall conduct an M-team evaluation of a child without the child's parent's written consent.

(b) Whenever a board proposes or refuses to initiate or change the M-team evaluation process, it shall send a written notice to the child's parent of its intent to so propose or refuse. The notice shall be sent within a reasonable period of time before the proposed action or before the refusal to take action and shall meet the requirements under s. PI 11.09 (1).

(2) APPOINTMENT AND COMPOSITION. (a) Whenever a board receives an EEN referral for a child who is a resident of the district and who has not graduated from high school, the board shall appoint an M-team to conduct an M-team evaluation of the child to determine whether the child is a child with EEN. The board shall select the members of an M-team for their expertise in the handicapping condition the child is suspected to have. All members of an M-team shall be employes of the board; a CESA or CHCEB serving the district; a board that is a participant in a 66.30 agreement entered into by the board; a district that has entered into an agreement under s. 121.85, Stats., with the board; a board within the district's CESA, if the employes are serving the district through a CESA program; the Wisconsin school for the visually handicapped; or, the Wisconsin school for the deaf. An employe of the Wisconsin school for the visually handicapped or of the Wisconsin school for the deaf may not be appointed to an M-team unless he or she is licensed under subch. VII of ch. PI 3, is not management personnel, and has been designated by the superintendent of his or her school as being available to participate on an M-team. The professional recommendations made by staff members of the Wisconsin school for the visually handicapped and the Wisconsin school for the deaf, when serving as members of an M-team, shall not be construed to be those of the department. For purposes of this paragraph, a person is an employe of the board even if the only function that he or she is employed to perform is to serve as a member of an M-team.

(b) An M-team shall include all of the following:

1. An employe of the board.

2. At least 2 persons who are skilled in assessing children and programming for children with handicapping conditions. At least one of these 2 persons shall be a teacher who is licensed to teach in the handicapping condition that the child is suspected to have. If a child is suspected to have or is currently identified as having more than one handicapping condition, there shall be a teacher or teachers on the M-team who is or are licensed to teach in all of the child's suspected and currently identified handicapping conditions.

3. If a child is suspected of having a learning disability, the child's regular education teacher, if the child has one. If the child does not have a regular education teacher, a regular education teacher licensed to teach a child of his or her age.

4. Other individuals as needed to evaluate and determine the needs of the child.

5. If a child is suspected of needing occupational therapy, an occupational therapist.

6. If a child is suspected of needing physical therapy, a physical therapist.

(3) M-TEAM EVALUATION. (a) The M-team shall examine all relevant available data concerning the child including the following:

1. Records concerning the child's previous and current educational performance, health and social behavior.

2. Records of previous interventions and special education programs provided to the child and the effects of the interventions and programs.

3. Records of the child's ability to acquire information via different media such as oral presentations, written documents and visual displays.

(b) If the child is suspected to be or is currently identified as being learning disabled, at least one member of the M-team, other than the child's regular teacher, shall observe the child's performance in the regular classroom. If the child is of less than school age or is out of school, the M-team member shall observe the child in an environment appropriate for a child his or her age.

(c) The parent shall be involved and consulted throughout the entire M-team process.

(d) The M-team shall use evaluation materials and procedures as needed to assess the child in all areas related to the suspected handicapping condition. If tests and other evaluation materials and procedures are used they shall meet the following requirements:

1. They shall be provided and administered to the child in the child's native language or other mode of communication, unless it is clearly not feasible to do so.

2. They may not be racially or culturally discriminatory.

3. They shall be validated for the specific purpose for which they are used.

4. They shall be administered by trained personnel in accordance with the instructions provided by their producer.

5. They shall be tailored to assess specific areas of educational need and not simply to provide a single general intelligence quotient.

6. Tests shall be selected to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills, except where those skills are the factors which the test purports to measure.

(e) Any member of the M-team may request additional information or conduct additional tests at any time during the evaluation process.

(f) An M-team shall comply with pars. (a) to (d) prior to the M-team meeting under sub. (4).

(g) Each member of the M-team shall prepare a written report of the evaluations he or she conducted and the findings. The members shall submit their reports to the director or program designee with the proposed M-team report or reports under sub. (5)(d)1, unless the parent asks to have the individual reports available at the M-team meeting. The members shall have their individual reports available at the M-team meeting if the parent requests that in writing within 10 days of the date the board sent the notice of the M-team evaluation under sub. (1)(b).

(h) An M-team may consult with persons other than employes of the board if it is needed to appropriately assess whether a child is a child with EEN. Individuals other than employes of the board may not be appointed official members of an M-team.

(4) MEETING. (a) The board shall set a date for the M-team to meet and discuss the members' evaluations and findings and all the information obtained under sub. (3).

(b) The board shall notify the parent of the meeting within a reasonable amount of time prior to the meeting. The notice shall include all of the following:

1. The date, time and location of the meeting.

2. Information that the purpose of the meeting is to determine whether the child is a child with EEN.

3. The names and titles of the members of the M-team and any additional people who may be attending.

4. Information that the parent may attend the meeting and may bring an advocate.

5. If the child is a member of a minority, information that a member of that minority may attend the meeting and have input into the M-team's decision-making process.

(c) Each member of the M-team shall attend the meeting or shall be represented by a person who is knowledgeable about the child and the member's evaluations and findings. More than half of the members of the M-team shall be present at the meeting.

(d) At the meeting the M-team shall discuss and consider all of the information received under sub. (3) and it shall discuss and compare the evaluations and findings of each of the members. Based upon its evaluations and findings the M-team shall, using the criteria established in s. PI 11.35, determine if the child has a handicapping condition. An M-team may not find that a child has a handicapping condition based upon a single evaluation procedure. If the child is found to have a handicapping condition, the M-team shall determine whether as a result of the handicapping condition the child needs special education. The M-team shall reach a conclusion regarding whether the child is a child with EEN. If the M-team concludes that a child is a child with EEN, the M-team shall consider and make recommendations regarding what related services the child may need. If a need for occupational or physical therapy has been considered by the M-team, the M-team shall reach a conclusion regarding such need. An M-team may not reach a conclusion regarding the need for occupational or physical therapy unless an appropriate therapist is a member of the M-team.

(5) M-TEAM REPORT. (a) As a result of the M-team meeting, the M-team shall write an M-team report which shall include at least the following:

1. A list of the handicapping conditions that the M-team found the child to have using the criteria in s. PI 11.35.

2. The M-team's conclusions regarding whether the child needs special education because of a handicapping condition.

3. If the child's need for occupational or physical therapy was considered, the M-team's conclusions regarding such need.

4. A statement that documents the reasons for each of the M-team's findings and conclusions listed in subds. 1 to 3.

5. Recommendations regarding what related services the child may need.

(b) If an M-team finds that a child is not a child with EEN the M-team report shall also include the following:

1. An identification of the child's non-exceptional educational needs.

2. A referral to any programs, other than special education programs offered by the board from which the child may benefit.

3. Information about any programs and services other than those offered by the board that the M- team is aware of that may provide a benefit to the child.

(c) If there is unanimous agreement among the M-team members about the information, findings and conclusions required in pars. (a) and (b), the M-team shall write one proposed M-team report which is signed by all of the members and which indicates the team's unanimity. If there is not unanimity among the M-team members, members of the M-team shall write separate proposed M-team reports that meet the requirements under pars. (a) and (b). M-team members may write a separate proposed M-team report individually or with other members. Each member of the M-team shall sign a proposed M-team report with which he or she agrees.

(d) 1. After completing a proposed M-team report or reports under par. (c), the M-team shall send a copy of the proposed M-team report or reports to the director or program designee for his or her approval.

2. Subject to subds. 3 and 4, the director or program designee may approve as the M-team report for a child, the unanimously proposed M-team report or one of the separately proposed M-team reports submitted by the M-team under subd. 1.

3. If the director or program designee approves as the M-team report either a unanimously proposed M-team report, or a separately proposed M-team report that is signed by a majority of the M-team members, the director or program designee shall send to the board and to the child's parent, a copy of the approved M-team report and all of the separately proposed M-team reports submitted. The director or program designee shall indicate which is the approved M-team report and shall state in writing why that report was selected. If the director or program designee intends to approve as the M-team report, a separately proposed M-team report that is signed by a minority of the M-team members, the director or program designee shall proceed as provided in subd. 4.

4. a. The director or program designee may approve as the M-team report, a separately proposed M-team report that is signed by a minority of the M-team members, if the director or program designee attended the M-team meeting that resulted in the proposed M-team reports. The director or program designee shall send to the board and to the child's parent, a copy of all of the separately proposed M-team reports submitted and the director or program designee shall indicate which is the approved M-team report and shall state in writing why that report was selected.

b. If the director or program designee intends to approve as the M-team report, a separately proposed M-team report that is signed by a minority of the M-team members, and the director or program designee did not attend the M-team meeting which resulted in the proposed M-team reports, the director or program designee shall set a date for the director or program designee to meet with the M-team and to discuss the proposed M-team reports. The director or program designee shall notify the parent of the meeting within a reasonable amount of time prior to the meeting and the notice shall include the information listed in sub. (4)(b) . Each member of the M-team shall attend the meeting or shall be represented by a person who is knowledgeable about the child and the member's evaluations and findings. More than half of the members of the M-team shall be present at the meeting. At the meeting the M-team and the director or program designee shall discuss the members' evaluations and findings and the separately proposed M-team reports. Any member of the M-team may amend his or her proposed M-team report as a result of the meeting. After the meeting the director or program designee may approve as the M-team report any one of the separately proposed M-team reports submitted by the M-team. If the director or program designee approves one of the separately proposed M-team reports as the M-team report, the director or program designee shall send to the board and to the child's parent, a copy of all of the separately proposed M-team reports submitted and the director or program designee shall indicate which is the approved M-team report and shall state in writing why that report was selected.

5. If the child's parent was unable to attend the most recent M-team meeting, the director or program designee shall send with the approved M-team report and any separately proposed M-team reports, a notice informing the parent that the parent may request a conference with the director or program designee to discuss any proposed M-team report and the approved M-team report and that an advocate may accompany the parent.

6. a. If the director or program designee does not accept the unanimously proposed M-team report or any of the separately proposed M-team reports as the M-team report, he or she shall send the proposed report or reports back to the M-team with a list of questions that the director or program designee wants the M-team to consider. The director or program designee may appoint additional members to the M-team. The new members shall comply with sub. (3)(a) to (e) prior to a new M-team meeting.

b. When the director or program designee does not accept a proposed M-team report the director or program designee shall set a date for the M-team to meet and discuss the director's or program designee's concerns. The M-team shall notify the parent of the meeting within a reasonable amount of time prior to the meeting and the notice shall include the information listed in sub. (4)(b).

c. Each member of the M-team shall attend the meeting or shall be represented by a person who is knowledgeable about the child and the member's evaluations and findings. More than half of the members of the M-team shall be present at the meeting. At the meeting the M-team shall address the questions and issues raised by the director or program designee. Any member of the M-team may amend his or her proposed M-team report as a result of the meeting.

d. After the meeting in subd. 6. a, the M-team shall send a copy of the unanimously proposed M-team report or all of the separately proposed M-team reports to the director or program designee for his or her approval.

e. After receiving the proposed M-team report or reports, the director or program designee shall approve an M-team report. If the director or program designee approves as the M-team report a unanimously proposed M-team report or a separately proposed M-team report that is signed by a majority of the M-team members, the director or program designee shall comply with subds. 3 and 5. If the director or program designee intends to approve a separately proposed report that is signed by a minority of the M-team members, the director or program designee shall comply with subds. 4 and 5.

(6) REEVALUATION. (a) A board shall initiate a reevaluation for each child who is receiving special education as follows:

1. No later than 3 years from the date the last M-team report completed on the child was approved under sub. (5)(d).

2. Whenever the board has reason to believe that the child is no longer a child with EEN;

3. Whenever the board has reason to believe that the child no longer has a previously identified handicapping condition;

4. Whenever the board has reason to believe that the child has a handicapping condition that has not been identified; and

5. Whenever a child's parent or teacher requests a reevaluation.

(b) Any board and M-team that is conducting a reevaluation shall comply with the requirements under this section.

(c) Except as otherwise provided by law, a board may not stop providing special education to a child unless, as a result of a reevaluation, an M-team determines that the child is no longer a child with EEN.

(d) A board may not identify or cease to identify a child as having a handicapping condition unless that is a determination made by an M-team as a result of an M-team evaluation.

(7) NOTICE FOR IDENTIFICATION PURPOSES. Whenever a board proposes or refuses to initiate or change the identification of a child as a child with EEN it shall send a written notice to the child's parent of its intent to so propose or refuse. The notice shall be sent within a reasonable period of time before the proposed action or before the refusal to take action and shall meet the requirements under s. PI 11.09(1).

(8) HEARING RIGHTS. A parent may initiate a hearing under s. PI 11.10 whenever a board proposes or refuses to initiate or change the M-team evaluation process or the identification of a child as a child with EEN.

PI 11.05, Wis. Adm. Code

PI 11.05 Individualized education program. (1) APPOINTMENT OF STAFF. When an M-team report is approved under s. PI 11.04(5)(d) indicating that a child who is 3 years of age or older, a resident of the school district and who has not graduated from high school, is a child with EEN, a board shall appoint staff to develop an IEP for the child. The staff appointed by the board shall include a person who is knowledgeable about the child, the type of evaluation data available on the child and the program options.

(2) IEP MEETING. (a) The board shall set a date for a meeting to discuss the special education program and related services needs of the child and to develop an IEP for the child. The meeting shall be held within 30 days after an M-team report is approved under s. PI 11.04(5)(d) indicating that the child is a child with EEN. The time and location of the meeting shall be agreed upon by the board and the child's parent. The board shall ensure that the reports required under s. PI 11.04(5)(c) and (d) are completed and in writing prior to the IEP meeting. These reports shall be available to the parent prior to the IEP meeting.

(b) The board shall ensure that each IEP meeting includes the following participants:

1. A representative of the board, other than the child's teacher, who is qualified to provide, or supervise the provision of, special education.

2. The child's teacher.

3. One or both of the child's parents, subject to sub. (3).

4. The child, if appropriate.

5. If the IEP process is initiated because of an initial eligibility determination of a child:

a. A member of the M-team that evaluated the child; or

b. A person who is knowledgeable about the evaluation procedures used with the child and is familiar with the report issued under s. PI 11.04(5).

5m. If a purpose of the IEP meeting is the consideration of transition services for a child, the board shall invite the following:

a. The child. If the child does not attend, the board shall take other steps to ensure that the child's preferences and interests are considered.

b. A representative of any other agency that is likely to be responsible for providing or paying for transition services. If a representative under this subparagraph does not attend, the board shall take other steps to obtain participation of the other agency in the planning of any transition services.

6. If a child is enrolled in a private school and receives or is eligible to receive special education from the board, a representative of the private school. If the private school representative cannot attend the meeting the board shall ensure the school's participation by some other means such as individual or conference telephone calls.

7. If a board is considering placing the child in a private school, a representative of the private school. If the private school representative cannot attend the meeting the board shall ensure the school's participation by some other means such as individual or conference telephone calls.

8. Persons other than those specified in subds. 1 to 7 may attend the meeting at the discretion of the parent or the board.

(c) The participants at the IEP meeting shall review the child's M-team report written in accordance with s. PI 11.04(5) and shall consider the M-team's recommendations regarding related services.

(3) PARENT PARTICIPATION. (a) The board shall send a written notice to the parents within a reasonable amount of time prior to the IEP meeting. The notice shall meet the requirements under s. PI 11.09(1) unless a notice meeting the requirements of s. PI 11.09(1) has been provided within the previous 30 days. The notice under this subsection shall include the following:

1. The date, time, and location of the meeting and information that the meeting must be scheduled at a time and place agreed upon by the board and the child's parents.

2. The purpose of the meeting.

3. The names and titles of the persons who will be attending the meeting.

4. Information that the parent may bring other people to the meeting.

(am) If a purpose of the meeting is the consideration of transition services for a child, the notice shall include the following:

1. The purpose;

2. That the board will invite the child;

3. Identification of any other agency that will be invited to send a representative.

(b) If no parent is able to attend the meeting the board shall ensure the parent's participation by some other means such as individual or conference telephone calls.

(c) If no parent can attend the meeting or participate by other means, the board shall maintain a record of its attempts to have the parent attend or participate in the meeting. Notes from any contact made with the parent such as telephone calls or visits to the home or workplace and any correspondence with the parent shall be retained as part of the record.

(d) The board shall take the necessary steps to ensure that the parent understands what is said at the IEP meeting, including arranging for an interpreter if the parent is deaf or if the parent's primary language is other than English.

(4) THE IEP. (a) The IEP for each child shall include:

1. A statement of the child's present levels of educational performance.

2. A statement of annual goals, including short term instructional objectives.

3. The extent to which the child will be able to participate in regular educational programs.

4. A statement of the specific special education and related services including assistive technology services or devices, if appropriate, to be provided to the child.

5. The projected dates for initiation of services and the anticipated duration of the services.

6. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

7. Beginning no later than age 16 and at a younger age, if appropriate, an annual statement of the needed transition services which includes a coordinated set of activities to be provided to the child, including, if appropriate, a statement of the board's, each public agency's, and each participating agency's responsibilities or linkages, or both, before the child leaves the school setting. The coordinated set of activities under this subdivision shall meet the following requirements:

a. Be based on the individual child's needs, taking into account the child's preferences and interests;

b. Include instruction; community experiences; the development of employment and other post-school adult living objectives; and

c. If appropriate, include acquisition of daily living skills and functional vocational evaluation.

8. If a child does not need transition services in one or more of the areas under subd. 7 b, a statement to that effect and the basis upon which the determination was made.

9. If a child has a visual handicap, a statement indicating whether the child needs to be taught braille. If the child does not need to be taught braille, a statement to that effect and the basis upon which the determination was made.

(b) A child's IEP may not include occupational or physical therapy unless the M-team has concluded that the child needs such therapy.

(c) Within the time period specified under s. PI 11.06(4), a board shall develop and implement a placement offer to carry out a child's IEP.

(5) REVIEW OF THE IEP. (a) At least annually a board shall review the IEP of each child with EEN who is a resident of the district. Whenever a board conducts a review of a child's IEP or wants to change a child's IEP it shall comply with this section.

(b) If a child is attending a private school and the private school is providing special education services to the child, the private school may conduct reviews of a child's IEP at the discretion of the board. A private school that conducts a review or that wants to change a child's IEP shall comply with the requirements under this section. The board shall ensure that at any IEP meeting held by a private school, the parent and the board are represented and are involved in any decision made about the child's IEP. No changes may be made to the child's IEP unless they are approved by the parent and the board.

(c) A parent may request a board to conduct a review of his or her child's IEP. If a board agrees to conduct a review based on a parent's request, it shall comply with the requirements under this section.

(d) If a participating agency fails to provide agreed-upon transition services contained in the IEP of a child with EEN, the board shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the child's IEP.

(6) PURPOSE OF AN IEP. (a) A board shall provide special education and related services to a child consistent with the child's current IEP. A board may not provide special education and related services to a child unless the child has a current IEP.

(b) An IEP is a commitment of resources to a child by a board. An IEP is not a guarantee that the goals and objectives found in the IEP will be achieved.

(7) NOTICE AND HEARINGS. (a) Whenever a board refuses to initiate or change an IEP it shall send a written notice to the child's parent of its intent to refuse. The notice shall be sent within a reasonable period of time before the refusal to take action and shall meet the requirements under s. PI 11.09(1).

(b) A parent may initiate a hearing under s. PI 11.10 whenever a board proposes or refuses to initiate or change his or her child's IEP.

PI 11.35(2)(g), Wis. Adm. Code

PI 11.35 Eligibility criteria. (1) STANDARDS. Children shall be determined to have a handicapping condition who have been identified, evaluated and classified as handicapped pursuant to s. PI 11.04 and this section. The minimum criteria for the determination of handicapping condition and eligibility for special education shall be consistent throughout the state.

(a) A transition period shall be provided for moving a child out of special education who upon re-evaluation does not meet criteria in the rules.

(2) HANDICAPPING CONDITION. Educational needs resulting primarily from poverty, neglect, delinquency, social maladjustment, cultural or linguistic isolation or inappropriate instruction are not included under subch. V, ch. 115, Stats.

(g) *Emotional disturbance.* 1. Classification of emotional disturbance as a handicapping condition is determined through a current, comprehensive study of a child, ages 0 through 20, by an M-team.

2. Emotional disturbance is characterized by emotional, social and behavioral functioning that significantly interferes with the child's total educational program and development including the acquisition or production, or both of appropriate academic skills, social interactions, interpersonal relationships or intrapersonal adjustment. The condition denotes intraindividual and interindividual conflict or variant or deviant behavior or any combination thereof, exhibited in the social systems of school, home and community and may be recognized by the child or significant others.

3. All children may experience situational anxiety, stress and conflict or demonstrate deviant behaviors at various times and to varying degrees. However, the handicapping condition of emotional disturbance shall be considered only when behaviors are characterized as severe, chronic or frequent and are manifested in 2 or more of the child's social systems, e.g., school, home or community. The M-team shall determine the handicapping condition of emotional disturbance and further shall determine if the handicapping condition requires special education. The following behaviors, among others, may be indicative of emotional disturbance:

a. An inability to develop or maintain satisfactory interpersonal relationships.

b. Inappropriate affective or behavioral response to what is considered a normal situational condition.

c. A general pervasive mood of unhappiness, depression or state of anxiety.

d. A tendency to develop physical symptoms, pains or fears associated with personal or school problems.

e. A profound disorder in communication or socially responsive behavior, e.g., autistic-like.

f. An inability to learn that cannot be explained by intellectual, sensory or health factors.

g. Extreme withdrawal from social interaction or aggressiveness over an extended period of time.

h. Inappropriate behaviors of such severity or chronicity that the child's functioning significantly varies from children of similar age, ability, educational experiences and opportunities, and adversely affects the child or others in regular or special education programs.

4. The operational definition of the handicapping condition of emotional disturbance does not postulate the cause of the handicapping condition in any one aspect of the child's make-up or social systems.

5. The manifestations of the child's problems are likely to influence family interactions, relationships and functioning or have an influence on specific individual members of the family. It is strongly recommended that extensive family involvement or assistance be considered in the evaluation and programming of the child.

6. The handicapping condition of emotional disturbance may be the result of interaction with a variety of other handicapping conditions such as learning, physical or cognitive disabilities or severe communication problems including speech or language.

7. An M-team referral for suspected emotional disturbance may be indicated when certain medical or psychiatric diagnostic statements have been used to describe a child's behavior. Such diagnoses may include but not be limited to autism, schizophrenia, psychoses, psychosomatic disorders, school phobia, suicidal behavior, elective mutism or neurotic states of behavior. In addition, students may be considered for a potential M-team evaluation when there is a suspected emotional disturbance, who are also socially maladjusted, adjudged delinquent, dropouts, drug abusers or students whose behavior or emotional problems are primarily associated with factors including cultural deprivation, educational retardation, family mobility or socio-economic circumstances, or suspected child abuse cases.